

Table of Contents

**UCA Graduate
Bulletin, 1999-2001**

General

Front Matter

- [Bulletin Provisions](#)
- [Directories](#)
- [The University: About UCA](#)

The Graduate School

- [Statement of Purpose](#)
- [Degrees and Programs](#)
- [Graduate Faculty Profile](#) (updated 9/11/2000)
- [Graduate Faculty Roster](#)

Graduate Studies

- [Admission to Graduate Study](#)
- [Petition for Degree Candidacy and Program of Study](#)
- [General Requirements for Graduate Study](#)
- [Application for Degree and Graduation](#)

Other Information for Graduate Students

- [Assistantships and Other Forms of Financial Aid](#)
- [Fees and Other Charges for 1999–2001](#)
- [General UCA Information](#)

Fields of Instruction

- [Art](#)
- [Biology](#)
- [Business Administration](#)
- [Business and Marketing Education](#)
- [Chemistry](#)
- [Childhood Education](#)
- [Educational Leadership](#)
- [English](#)
- [Family and Consumer Sciences](#)
- [Foreign Languages](#)
- [Geography](#)
- [Health Sciences](#)
- [History](#)
- [Kinesiology and Physical Education](#)
- [Library Media and Information Technologies](#)
- [Mathematics Education](#)
- [Music](#)
- [Nursing](#)
- [Occupational Therapy](#)
- [Philosophy and Religion](#)
- [Physical Therapy](#)
- [Physics and Astronomy](#)
- [Political Science](#)
- [Psychology and Counseling](#)

- [Sociology](#)
- [Special Education](#)
- [Speech-Language Pathology](#)

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

Bulletin Provisions

A rectangular box with a purple border containing the text "UCA Graduate Bulletin, 1999-2001" in a purple, serif font.

Provisions

The provisions of this bulletin are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to change any provisions or requirements at any time within the student's term of residence.

Normally, a student is expected to meet the requirements contained in the bulletin in effect at the time of admission. Alternatively, a student may opt for a subsequent bulletin, providing all the requirements of that bulletin are met. After initial admission, should a student fail to re-enroll during any 12-month period, the provisions of the bulletin in effect at the time of re-enrollment are controlling.

Notice of Compliance with Federal Regulations

With regard to employment, student admission, and other functions and operations, the University of Central Arkansas adheres to a policy of nondiscrimination and complies with pertinent Federal regulations and requirements including Titles VI and VII of the Civil

Persons having questions or seeking information regarding the University's compliance with and implementation of the aforementioned regulations should contact:

Director of Affirmative Action
Administration Building
201 Donaghey Avenue
University of Central Arkansas
Conway, Arkansas 72035-0001
(501) 450-3170

UNIVERSITY OF CENTRAL ARKANSAS

VOL. LXXX No. 7, 1999-2001

July 1999

Return to [top of page](#).

*Copyright © 1999 [University of Central Arkansas](#)
Online bulletin last updated 02/2000*

Directories



**UCA Graduate
Bulletin, 1999-2001**

GRADUATE SCHOOL

University of Central Arkansas
201 Donaghey Avenue
Conway, Arkansas 72035-0001

Staff

Assistantships, Graduate Council,
Admissions/Registration/Candidacy/Graduation for
Colleges of Health and Applied Sciences and
Natural Sciences and Mathematics, and admissions
for graduate continuing education.

Jane Douglas

Secretary

Phone: 450-3124

Email: janed@ecom.uca.edu

Graduate Bulletin,
Admissions/Registration/Candidacy/Graduation for
Colleges of Business, Education, Liberal Arts, and
Fine Arts and Communications, and Professional
Development.

Beryline Temples

Secretary

Phone: 450-3451

Email: berylne@mail.uca.edu

Faculty/Student Research/Grants and Contracts

Graduate School Fax
Number

450-5339

Graduate School Home
Page

<http://spo.uca.edu/graduate/>

The Graduate Office is located on the third floor of the west end of Torreyson Library. Office hours are 8:00 a.m. until 4:45 p.m. Monday through Friday including the noon hour. Evening hours are available during registration.

Departmental Chairs and Graduate Advisors/Coordinators are available for consultation. The names and telephone numbers are listed below.

Graduate Council during registration.

Reese, Dr. Patty Phelps, Dr. Carl Anthony (2000), Dr. Donna Foss, Dr. Tom Oxner, Dr. Ken Freiley, Dr. Conrad Shoemaker (2001). Dr. Venita Lovelace-Chandler, Dr Linda Griffith, Dr. Margaret Morgan, Dr. Doug Carter (2002). Dr. Ronn Hy, Dr. Glenda Thurman, Dr. Don Jones, Dr. Sheila Stroman (2003). Three graduate student members are appointed each fall term to serve one year.

Whom to Contact

Department Chairs and Graduate Coordinators

Academic Technologies and Educational Leadership

Selvin Royal, Chair	selvir@mail.uca.edu	450-3177
Glenda Thurman, Graduate Coordinator	glendat@mail.uca.edu	450-3177

Biology

Paul Hamilton, Chair	paulh@mail.uca.edu	450-3146
Ken Freiley, Graduate Coordinator	kennethf@mail.uca.edu	450-5926

Businfxs-3146

Linda Bean, Graduate Coordinator lbean@mail.uca.edu 450-5467

Curriculum and Instruction

Terry James, Interim Chair terryj@mail.uca.edu 450-5429

Dave Naylor, Graduate Coordinator davidn@mail.uca.edu 450-3171

Educational Media/Library Science

Selvin Royal, Chair selvinr@mail.uca.edu 450-3177

Glenda Thurman, Graduate
Coordinator glendat@mail.uca.edu 450-3177

English

Wayne Stengel, Chair waynes@mail.uca.edu 450-5101

James Fowler, Graduate Coordinator jamesf@mail.uca.edu 450-5107

Family and Consumer Sciences

Mary Harlan, Chair maryh@mail.uca.edu 450-5950

Foreign Languages--Spanish

Phillip Bailey, Interim Chair marianb@mail.uca.edu 450-3168

Joel Pouwels, Graduate Coordinator joelp@mail.uca.edu 450-5913

Health Education

Emogene Fox, Chair	emogenef@mail.uca.edu	450-3194
Jane Lammers, Graduate Coordinator	janel@mail.uca.edu	450-5511

History

George Schuyler, Chair	schuyler@mail.uca.edu	450-3158
Randall Pouwels, Graduate Coordinator	randyp@mail.uca.edu	450-5620

Kinesiology and Physical Education

Deborah Howell, Chair	debbieh@mail.uca.edu	450-3148
Larry Titlow, Graduate Coordinator	larryt@mail.uca.edu	450-3148

Mathematics

Donna Foss, Chair	donnaf@mail.uca.edu	450-3147
-------------------	--	----------

Music

Jeff Showell, Chair	jshowell@mail.uca.edu	450-3163
---------------------	--	----------

Non-degree

Elaine M. McNiece, Graduate Dean elainem@mail.uca.edu 450-3124

Nursing

Barbara Williams, Chair barbaraw@mail.uca.edu 450-3119

Rebecca Lancaster, Graduate
Coordinator beckyl@mail.uca.edu 450-3119

Occupational Therapy

Linda Shalik, Chair lindas@mail.uca.edu 450-3192

Physical Therapy

Venita Lovelace-Chandler, Chair venital@mail.uca.edu 450-3611

Clayton Holmes, Post-Professional holmesc@mail.uca.edu 450-5597

Nancy Reese, Entry Level nancyr@mail.uca.edu 450-5548

Psychology/Counseling

David Skotko, Chair davids@mail.uca.edu 450-3193

Speech-Language Pathology

Susan Moss-Logan, Chair	susanml@mail.uca.edu	450-3176
Sharon Ross, Graduate Advisor	sharonr@mail.uca.edu	450-3176

Other Important Phone Numbers

Admission to Graduate Studies

Graduate Office		450-3124
-----------------	--	----------

Bookstore

Stewart Snider, Director	stewarts@mail.uca.edu	450-3166
--------------------------	--	----------

Bulletin and Schedules

Graduate Office		450-3124
-----------------	--	----------

Candidacy

Graduate Office		450-3124
-----------------	--	----------

Cashier

Joyce Reid	jreid@ecom.uca.edu	450-5019
------------	--	----------

Certification of Teachers

Ken Vaughn	kenv@mail.uca.edu	450-3131
------------	--	----------

Continuing Education

Kim Bradford, Interim Director	kimb@ecom.uca.edu	450-3117
--------------------------------	--	----------

Counseling Center

Ernest Ness, Director	eness@mail.uca.edu	450-3138
-----------------------	--	----------

Financial Aid Office

Cheryl Lyons, Director	clyons@mail.uca.edu	450-3140
------------------------	--	----------

Graduate Assistantships

Graduate Office		450-3124
-----------------	--	----------

Graduate Record Examinations

Graduate Office		450-3124
-----------------	--	----------

Graduation

Graduate Office		450-3124
-----------------	--	----------

John Cagle, Director jcagle@mail.uca.edu 450-3137

Student Support Services for Disabled Students

Wendy Holbrook, Director wendyh@mail.uca.edu 450-3135

Testing Center

Ronjanette Taylor, Director mayfield@mail.uca.edu 450-3135

Veteran's Certification

Valerie Williams valeriew@ecom.uca.edu 450-5044

Trustees and Administration

Board of Trustees

List updated November 2000

Winfred L. Thompson, PhD	President
John A. Mosbo, PhD	Provost
John Smith, EdD	Vice President for Financial and Administrative Services
Ronnie Williams, MSE	Vice President for Student Services
Brian V. Bolter, PhD	Vice President for Institutional Advancement
Jack Gillean, JD	Vice President for University Relations
Joe Hatcher, PhD	Exec. Asst. to the President for Major Gifts
Melissa K. Rust, JD	General Counsel
Sam Buchanan, PhD	Associate Provost
Elaine McNiece, EdD	Associate Provost and Dean of the Graduate School
Sally Roden, EdD	Associate Provost and Dean of Undergraduate Studies
Joe Horton, PhD	Dean, College of Business Administration
Jane McHaney, EdD	Dean, College of Education
Robert G. Everding, PhD	Dean, College of Fine Arts and Communication
Neil Hattlestad, EdD	Dean, College of Health and Applied Sciences
Maurice Lee, PhD	Dean, College of Liberal Arts
Ronald Toll, PhD	Dean, College of Natural Sciences and Mathematics
Willie Hardin, EdD	Dean, Torreyson Library
Deborah Walz, EdD	Director of Sponsored Programs
Kim R. Bradford, MEd	Director, Continuing Education

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

About UCA

**UCA Graduate
Bulletin, 1999-2001**

University of Central Arkansas Statement of Mission and Purposes

The University of Central Arkansas (UCA), a comprehensive university, seeks to deliver the best undergraduate education in Arkansas as well as excellent graduate programs in selected disciplines. The University offers a variety of undergraduate and graduate programs in the liberal and fine arts, in the basic sciences, and in technical and professional fields in addition to its historical emphasis in the field of education. UCA strives to maintain the highest academic quality and to assure that its curriculum remains current and responsive to the needs of those it serves. The University's mission is expressed in its commitment to the personal, social, and intellectual growth of its students; its supports for the advancement of knowledge; and its service to the community as a public institution.

The University implements its mission through its emphasis on certain central purposes.

- To deliver excellent curricula in general education, in degree programs at the undergraduate and graduate levels, and in

continuing education.

- To support its programs with personnel of the highest quality and with optimal resources and facilities.
- To create a campus community that supports students in their personal, social, and intellectual growth.
- To enhance interaction and understanding among diverse groups and to cultivate global perspectives.
- To foster learning and the advancement of knowledge through research and other scholarly and creative activities.
- To serve the public in ways appropriate to the mission and resources of the University.

Institutional Information

History of UCA

The University of Central Arkansas was established as Arkansas State Normal School by the General Assembly of Arkansas in 1907, with statewide responsibility for preparing citizens to teach Arkansas children. Summer sessions were started in 1910.

The name of the institution was changed to Arkansas State Teachers College in 1925. By legislative enactment, the Board of Trustees was given authority to grant appropriate degrees. In January 1967, the name of the institution was again changed by the State Legislature to the State College of Arkansas, expanding its statewide role to a multipurpose institution. On January 21, 1975, the Governor of the State of Arkansas signed a bill granting university status to the institution and renaming the college as the University of Central Arkansas.

The first diploma granted by Arkansas State Normal School was the Licentiate of Instruction. The first baccalaureate degrees were granted in 1922. Extension work, first offered through

Correspondence Study courses in 1919-1920 and Study Clubs in 1920-1921, later became known as Extension Classes and was organized across the state.

A program of graduate studies leading to the Master of Science in Education degree was inaugurated in 1955. The Ed.S. degree was begun in 1980. Over 30 program options and 7 degrees have evolved over the 38 intervening years, leading to comprehensive and quality offerings in graduate studies.

Accreditations

The University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools as a bachelor's, master's, and comprehensive

Affiliation with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools may be verified by contacting the Commission:

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Telephone: (800) 621-7440
Fax: (312) 263-7462
E-mail: info@ncacihe.org

Institutional Memberships

The University holds membership in the North Central Association of Colleges and Schools, American Council on Education, Association of State Colleges and Universities, National Council for the Accreditation of Teacher Education, American Association of Colleges for Teacher Education, American Assembly of Collegiate Schools of Business, National Association of Schools of Music, the American Association of University Women, Association for Childhood Education International, Council of Graduate Schools, National Council of University Research Administrators, Society of Research Administrators, and the Council of Graduate Programs in Communication Sciences and Disorders.

Torreyson Library

To meet its primary goal of providing resources and the service required to students and faculty, Torreyson Library makes available 634,231 books, 814,842 microforms, and a subscription list of approximately 2,560 periodical titles. An online Interlibrary Loan Service provides access to about 22 million items in some 800 libraries with use of an international computer network. Torreyson is

a fully automated academic library. Online services include Dialog, BRS, STN, Wilsonline, and Carl. These services provide the UCA community with access to over 600 subject databases offering statistical, bibliographic, and full text information. In addition the library maintains a local area network on which students and faculty may search over 50 CD-ROM databases. Also, as a government depository library, Torreyson contains over 6,000 U.S. federal government titles which receiving dozens of federal agency publications in electronic form.

Special collections in the Library include: the UCA Archives and Special Collections, which contains manuscripts, books, photos, other unique Arkansas subjects, and individual works by Arkansas authors; the United States Government Documents Depository, and

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

Graduate Degrees and Programs

**UCA Graduate
Bulletin, 1999-2001**

The University of Central Arkansas offers work leading to two types of graduate degrees, professional degrees and research degrees; at three levels, master's, specialist's, and doctoral. A professional degree gives the student a specific set of skills needed to practice a particular profession or to enhance skills in their existing career. The research degree provides experience in research and scholarship.

The master's degree is awarded to students who achieve and demonstrate a level of academic accomplishment and subject mastery substantially beyond that required for the baccalaureate degree. Graduates from master's degree programs will demonstrate:

- Ability to think logically and consistently as well as to integrate and synthesize knowledge
- Understanding of methods to access knowledge and information within their discipline
- Ability to write in a clear, consistent, and logical manner
- Understanding of the interrelationships between their discipline and others
- Awareness of how to deal with ethical dilemmas within their profession and apply their knowledge about the discipline to real-life situations.

- Leadership traits that guide the profession in identifying and resolving important questions and problems.

The University of Central Arkansas offers work leading to the following graduate degrees and programs:

Doctor of Philosophy (PhD)

Physical Therapy

Doctor of Physical Therapy (DPT)

Educational Specialist Degree (EdS)

Educational Leadership

Master of Arts (MA)

English

History

Mathematics Education

Master of Business Administration (MBA)

Master of Music (MM)

Master of Science (MS)

Biology

Counseling:

Community Service Counseling

Elementary School Counseling

Secondary School Counseling

Counseling Psychology

Family and Consumer Sciences (formerly Home Economics)

Health Education
Kinesiology and Physical Education
Library Media and Information Technologies
Occupational Therapy
Physical Therapy
School Psychology
Speech-Language Pathology

Master of Science in Education (MSE)

Business and Marketing Education
Early Childhood Education
Elementary Education
Elementary School Leadership
Reading
Special Education:

Mildly Handicapped
Seriously Emotionally Disturbed
Moderately/Profoundly Handicapped
Early Childhood Special Education

Secondary School Leadership
Spanish

Master of Science in Nursing (MSN)

Return to [top of page](#).

[UCA Home](#) | [Graduate School](#) | [2001-2003 Home](#) | [1999-2001 Home](#) | [1999-2001 Contents](#)

Graduate Faculty Roster

**UCA Graduate
Bulletin, 1999-2001**

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#)
[N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

A

CATHERINE ACRE Assistant Professor of Occupational Therapy, EdD University of Arkansas at Little Rock, MA Texas Women's University, BS University of Central Arkansas

STEPHEN R. ADDISON Associate Professor of Physics and Astronomy, Assistant Dean, College of Natural Sciences and Mathematics, PhD University of Mississippi, MS University of Mississippi, BSC University of Wales

DEBORA LINN ADLER Assistant Professor of Library, Media, Texas Wor

PHILLIP B. ANDERSON Professor of English, PhD Duke University, MA University of Tennessee, BA University of Tennessee

CARL ANTHONY Professor of Music, PhD University of Arizona, MM University of Arizona, BM Bucknell University

MARTHA ANTOLIK Lecturer, Music, MM Louisiana State University, BM Sanford University

JOSEPH V. ARN Professor of Business/Marketing Technology, EdD University of Nebraska at Lincoln, MSE University of Nebraska at Omaha, BSE University of Nebraska at Omaha

KATHLEEN ATKINS Associate Professor of Special Education, Interim Dean College of Education, EdD University of Southern Mississippi, MEd Mississippi University for Women, BS Mississippi University for Women

B

WILLIAM D. BANDY Associate Professor of Physical Therapy, PhD Texas Woman's University, MA Kent State University, BA College of St. Scholastica

KENNETH C. BARNES Professor of History, PhD Duke University, MA University of East Anglia, England, BA University of Central Arkansas

JAMES BARR Professor of Information Systems, EdD University of Oklahoma, MSE Oklahoma State University, BSE Southwestern Oklahoma State University

LINDA C. BEAN Assistant Professor, Department of Business/Marketing Technologies, EdD Oklahoma State University,

MSE University of Central Arkansas, BS Arkansas Tech University

KRISTINA BELISLE Assistant Professor of Music, DMA Michigan State University, MM Michigan State University, BM University of Georgia

JAMES BELL Professor of Quantitative Methods, EdD University of Oklahoma, MA Louisiana State University, MS Texas A & I, BS Texas A & I

TAMMY R. BENSON Assistant Professor of Childhood Education, EdD University of Memphis, MSE University of Central Arkansas, BSE University of Central Arkansas

ELSON M. BIHM Associate Professor of Psychology and Counseling, PhD Texas Tech University, MS University of Southwestern Louisiana, BS Louisiana State University

KATHLEEN N. BONDY Professor of Nursing, PhD New York University, MS Boston University, BS St. Louis University

WILLIAM T. BOUNDS, Jr. Associate Professor of Management and Chair, Department of Marketing, Management, and Information Systems, PhD University of Mississippi, MBA University of Southern Mississippi, BSBA University of Southern Mississippi

DON B. BRADLEY, III Professor of Marketing, Management and Information Systems, PhD University of Missouri, MS Indiana State University, BS Bowling Green State University

RONALD K. BRAMLETT Associate Professor of Psychology and Counseling, PhD University of Cincinnati, MEd University of Cincinnati, Ed Specialist Arkansas State University, MRehabCoun Arkansas State University, BA Central Wesleyan College

GEORGE N. BRATTON Associate Professor of Mathematics, EdD Mississippi State University, MS Mississippi State University, BA Hendrix College

JAMES W. BRODMAN Professor of History, PhD University of Virginia, MA University of Virginia, BA Canisius College

MARIAN M. BRODMAN Associate Professor, Chair, Department of Foreign Languages, PhD Bryn Mawr College, MA Bryn Mawr College, BA Rosemont College

RICKY W. BROOKS Assistant Professor, Director of Bands, PhD Louisiana State University, MME Delta State University, BME Delta State University

CAROLYN BROWN Assistant Professor of Music, Performers Certificate, Eastman School of Music, MM University of Kansas, BME Wartburg College

SAMUAL PAUL BUCHANAN Professor of Mathematics, Associate Provost, PhD University of Texas at Austin, MA Texas Tech University, BSE Texas Tech University

LORRIE BUDDENBERG Instructor of Occupational Therapy, MS Texas Woman's University, BS University of Central Arkansas

RALPH STEVENS BUTCHER Associate Professor of Mathematics, PhD University of Kansas, BA Bakethp01Trj 0 etrH2iwoWoman'st of Ka-r

CATHY CALDWELL Associate Professor of Art, EdD University of Arkansas, MEd North Georgia College, BA College of the Ozarks

RALPH CALHOUN Assistant Professor of Special Education, EdD University of Memphis, MSE University of Central Arkansas, BBA University of Central Arkansas

JOSEPH D. CANGELOSI, JR. Associate Professor of Marketing, Management and Information Systems, DBA Louisiana Tech University, MBA Northeast Louisiana University, BBA Northeast Louisiana University

PATRICIA CANTRELL Associate Professor of Economics, PhD Southern Methodist University, MA Southern Methodist University, BA Southern Methodist University

DOUGLAS CARTER CPA, CMA, CFM, Associate Professor of Accounting, PhD University of Arkansas, MBA Louisiana Tech University, BA Ouachita Baptist University

JODY B. CHARTER Associate Professor of Library, Media, and Information Technologies, PhD Florida State University, AdvMS Florida State University, MLS University of Oklahoma, BSE Oklahoma State University

JOHN S. CHOINSKI Professor of Biology, PhD Arizona State University, MS University of Florida, BS University of Florida

DON COLLINS Professor of Music, PhD Florida State University, MME Florida State University, Master of Church Music, New Orleans Theological Seminary, BA Wayland University

MARK COOPER Assistant Professor, Curriculum and Instruction, PhD, Georgia State University, MSE Henderson State University,

BSE Henderson State University

DONALD EDWARD CULWELL Professor of Biology, PhD
University of North Carolina, MA Indiana University, BS Southeast

JANET D. FILER Assistant Professor of Special Education, PhD University of Maryland, MA University of Nebraska, BS St. Joseph's University

DONNA HADFIELD FOSS Associate Professor, Chair, Department of Mathematics, EdD University of Memphis, CAS University of Maine, MS University of Central Arkansas, BS University of Arkansas at Little Rock

JAMES E. FOWLER Associate Professor of English, PhD Rice University, MA Rice University, BA Rice University

ELAINE FOX Professor of Sociology, PhD Oklahoma State University, MS Oklahoma State University, BA Cameron University,

ELAINEMOGEX Professor of Sir, Department

University of Notre Dame, BS University of Arkansas at Little Rock

REBECCA GATLIN-WATTS Assistant Professor of Marketing,
Management and Information Systems, EdD East Texas State
University, MA University of Alabama at Birmingham, BSE Southern
Arkansas University

RICHARD T.

KENNETH M. GRIFFIN Professor of Management, Marketing, and Information Systems, DBA Louisiana Tech University, MBA Louisiana Tech University, BS Louisiana Tech University

LINDA KAREN GRIFFITH Professor of Mathematics, PhD University of Texas at Austin, MSE University of Central Arkansas, BSE University of Central Arkansas

CLEMENS A. GRUEN Professor of Technology, EdD University of Northern Colorado, MS Southern Illinois University, BS Southeastern Missouri State University

H

PAUL V. HAMILTON

LAWRENCE RUSSELL HUFF Professor of Mathematics, PhD
Montana State University, MA University of South Dakota, BS
University of South Dakota

BILLY R. HUMPHREY CPA, Professor of Accounting, PhD
University of Arkansas, MBA University of Arkansas, BA Hendrix
College

RONALD JOHN HY Professor, Chair, Geography, Political Science,
and Sociology, PhD Miami University of Ohio, MS Central Michigan
University, BS Central Michigan University

I

GLENN IRION Associate Professor of Physical Therapy, PhD
Temple University School of Medicine, EDM Temple University, BA
Temple University

JEAN IRION Assistant Professor of Physical Therapy, MEd Temple
University, BSE West Virginia University

JIMMY H. ISHEE Professor of Kinesiology and Physical Education,
Assistant Dean, College of Health and Applied Sciences, PhD
Florida State University, MSE Delta State University, BSE Delta
State University

J

SHELIA JACKSON Assistant Professor of Kinesiology and Physical
Education, PhD Texas Woman's University, MEd University of
Arkansas, BSE Southern Arkansas University

TERRY JAMES Professor, Interim Chair, Department of Curriculum
Instruction, EdD University of Missouri, MEd University of Missouri,

BSE University of Missouri

PAUL H. JENSEN CPA, Assistant Professor of Accounting, DBA University of Memphis, MBA Augusta College, BA Wheaton College

SARAH JEROME Assistant Professor of Health Sciences, PhD Louisiana State University School of Medicine, MS Louisiana State University, BS Northwestern State University (Louisiana)

DENISE JOHNSON Assistant Professor of Childhood Education, EdD Memphis State University, MEd University of Texas at Tyler, BS Kansas State University

W. CLINT JOHNSON Professor of Economics, PhD Texas Tech University, MA Vanderbilt University, BA Rice University

DONALD G. JONES Associate Professor of History, PhD University of Kansas, MA Northeast Louisiana University, BA Northeast Louisiana University

K

TERRANCE B. KEARNS Professor of English, PhD Indiana University, BA College of the Holy Cross

MICHAEL A. KELLEY Professor of Political Science, PhD University of South Carolina, MA University of South Carolina, BA Rhodes College

DAVID KIM Assistant Professor of Marketing, PhD Texas Tech University, MBA Texas A & M University, BA Lafayette College

LORETTA KNUTSON Associate Professor of Physical Therapy, PhD University of Iowa, MA University of Iowa, BS University of Pennsylvania

LAURETTA A. KOENIGSEDER Assistant Professor of Nursing, PhD University of Texas at Austin, MSE University of Central Arkansas, BS University of Central Arkansas

WILLIAM F. KORDSMEIER Associate Professor of Economics, PhD Texas A & M University, MA University of Arkansas, BA University of Dallas

KAY KRAEFT Professor of Music, DM Indiana University, MME Indiana University, BM Lawrence University

PAUL F. KRAUSE Associate Professor of Chemistry, PhD University of Iowa, BS University of Dubuque

DEBORAH KREISS Assistant Professor of Biology, PhD University of Pennsylvania, BA Cornell University

L

PAULA LADD Assistant Professor of Marketing, Management and Information Systems, EdD University of Tennessee-Knoxville, MSE, Arkansas State University, BSE, Arkansas State University

JACKIE LAMAR Associate Professor of Music, DMA University of North Texas, MME University of North Texas, BME University of Central Arkansas

JANE W. LAMMERS Professor of Health Sciences, EdD University of Utah, MSE University of Central Arkansas, BSE University of Central Arkansas

WILLIAM LAMMERS Associate Professor of Psychology and Counseling, PhD Bowling Green State University, MA Bowling Green State University, BA San Diego State University

North Carolina, Chapel Hill, BS University of Texas, Health Science Center

ROBERT E. LOWREY Professor of English, PhD Louisiana State University, MA Texas A & M University, BA Texas A & M University

M

KATHY MCDANIEL Instructor/Clinical Supervisor of Speech-Language Pathology, MSE University of Central Arkansas, BA Hendrix College

MARY VICTORIA MCDONALD Associate Professor of Biology, PhD University of Florida, MS Virginia Polytechnic Institute and State University, BA Wake Forest University

JEAN J. MCGEHEE Assistant Professor of Mathematics, PhD University of Texas at Austin, MS University of North Texas, MEd Georgia State University

PATRICIA WASHINGTON MCGRAW Professor of English, PhD Washington University, MA San Francisco State College, BA San Francisco State College

ELAINE MCNIECE Associate Provost and Graduate Dean, Professor of Speech Pathology, EdD University of Arkansas, MS Memphis State University, BSE University of Central Arkansas

DANIEL D. MAGOULICK Assistant Professor of Biology, PhD University of Pittsburgh, MS Eastern Michigan University, BS Michigan State University

JAMES C. MAINORD Professor of Special Education, PhD Southern Illinois University, MSE State College of Arkansas, BSE Arkansas State Teachers College

JOHN C. MALLEY Professor of Marketing, Management and Information Systems, DBA Florida State University, MBA University of Utah, BA Michigan State University

JERALD M. MANION Professor of Chemistry, PhD University of Mississippi, BS Harding University

ALICE MARTIN-WATSON Assistant Professor of Nursing, MNS University of Arkansas for Medical Sciences, BSN University of Arkansas for Medical Sciences

MICHAEL S. MARTIN Lecturer of Biology, MD Louisiana State University School of Medicine, BS McNeese State University

BRYAN W. MASSEY, Sr. Associate Professor of Art, MFA Louisiana State University, BFA East Carolina University

MICHAEL MATHIS Professor of Biology, PhD University of Arkansas, MS Southwest Texas State University, BS Southwest Missouri State University

PETER MEHL Associate Professor of Philosophy and Religion, Assistant Dean, College of Liberal Arts, PhD University of Chicago, MA University of Chicago, MA Ohio University, BA Ohio University

RAHUL MEHTA Associate Professor of Physics and Astronomy, PhD North Texas State University, MSc Banaras Hindu University, BSc Banaras Hindu University

BONNIE MELCHIOR Professor of English, DA University of Oregon, MA University of California at Los Angeles, BA Stanford University

BRUCE MENDELSON Assistant Professor of Physical Therapy,

PhD University of Oregon, BS University of Pennsylvania

HERFF L. MOORE, JR. Associate Professor of Marketing, Management, and Information Systems, PhD University of Texas at Arlington, MBA University of Texas at Austin, BS Ohio State University

P. MICHAEL MOORE CPA, CMA, Professor of Accounting, PhD University of Arkansas, MBA University of Arkansas, BA Ouachita Baptist University

MIKE MORAN Associate Professor of Biology, PhD University of Maryland, MS California State University at Hayward, BS Southern Oregon College

MARGARET M. MORGAN Associate Professor of Writing, PhD, Ohio State University, MA Ohio State University, BA Ohio State University

JOHN A. MOSBO Provost, Professor of Chemistry, PhD Iowa State University, BA University of Northern Colorado

MARY H. MOSLEY Associate Professor of Childhood Education, EdD North Texas University, MA Northwestern State University of Louisiana, BA University of Southern Mississippi

SUSAN A. MOSS-LOGAN Associate Professor, Interim Chair of Speech-Language Pathology, PhD University of Illinois, MA Western Illinois University, BS Western Illinois University

JOHN J. MURPHY Assistant Professor of Psychology and Counseling, PhD University of Cincinnati, MEd University of Cincinnati, BA Thomas Moore College

N

DAVID L. NAYLOR Professor of Special Education, EdD University of Northern Colorado, MSE State College of Arkansas, BSE State College of Arkansas

O

WOLFGANG OESTE Assistant Professor of Music, MA Northwestern University, BA University of Manitoba, Canada

WILBUR B. OWEN Professor of Biology, PhD University of Arkansas, MS University of Arkansas, BS University of Central Arkansas

P

JAMES PACKER Associate Professor of Finance, DBA Louisiana Tech University, MBA Northeast Louisiana University, BBA Northeast Louisiana University

JOHN PASSÉ-SMITH Associate Professor of Political Science, PhD University of Arizona, MA University of Arizona, BA Virginia Commonwealth University

GEORGE PAUL Professor of Chemistry, PhD Iowa State University, BS Coe College

MELANIE PERRAULT Assistant Professor of History, PhD College of William and Mary, BA Lawrence University

DAVID R. PETERSON Professor of Mathematics, Director, Ozark Heritage Institute, PhD Michigan State University, BA Ripon College

PAUL E. PETERSON Professor of Academic Technologies and Educational Leadership, EdD University of Akron, MEd Clarion

University, BS Clarion University

PATRICIA PHELPS Associate Professor of Curriculum and Instruction, EdD East Texas State University, MEd Northeast Louisiana University, BA Northeast Louisiana University

HELEN EVANS PHILLIPS Professor of Art, MFA University of Florida, BS University of Memphis

DWIGHT R. PIERCE Associate Professor of Health Sciences, PhD University of Iowa, BS Iowa State University

CAROLYN L. PINCHBACK Associate Professor of Mathematics, PhD University of Texas at Austin, MEd Texas A & M University, College Station, BS University of Texas at Austin

JOEL B. POWELS Associate Professor of Foreign Languages, PhD Michigan State University, MA Michigan State University, BA Albion College

RANDALL POWELS Professor of History, PhD University of California, Los Angeles, MA Duquesne University, BA University of Wisconsin

HAROLD PRAY Professor of Physics and Astronomy, PhD University of Tennessee, MS University of Tennessee, BS University of Central Arkansas

R

JACQUIE RAINEY Assistant Professor of Health Sciences, PhD University of South Carolina, MS University of Central Arkansas, BSE University of Central Arkansas

HARRY W. READNOUR Professor of History, PhD University of Virginia, MA George Washington University, BA Oklahoma State University

NANCY REESE Associate Professor of Physical Therapy, PhD University of Arkansas for Medical Sciences, MS University of Arkansas, Little Rock, BS University of Central Arkansas

JUDITH ROBERTS Instructor of Music, MME East Central Oklahoma State University, BME University of Arkansas

SALLY A. RODEN Professor of Speech, Dean, Undergraduate Studies, EdD University of North Texas, MS University of North Texas, BS Texas Women's University

HENRY N. ROGERS, III Professor of English, PhD Rice University, studies

Hebrew PhD Rice Univ1 TIsraelTf 0 itu1 1 Arkansas for MediTSALnq 0gys

Technologies and Educational Leadership, and , PhD Florida State University, AdvMS Florida State University, MA Texas Woman's University, EdS Central Missouri State University, MA Central Missouri State University, BA College of the Ozarks

MICHAEL J. RUBACH Assistant Professor of Management, PhD University of Nebraska-Lincoln, JD Creighton University Law School, MBA University of Nebraska, BA Union College

STEVEN RUNGE Associate Professor of Biology, PhD Ohio State University, BS University of Wisconsin-Green Bay

NEIL RUTMAN Assistant Professor of Music, DMA Peabody Conservatory of Music, Johns Hopkins University, MM Eastman School of Music, University of Rochester, BM San Jose State University

S

MICHAEL SCHAEFER Associate Professor of English, PhD University of North Carolina, MA North Carolina State University, BA University of North Carolina

NORBERT O. SCHEDLER Professor of Philosophy, Director of Honors College, PhDPhil Princeton University, MPhil Washington University, MDiv Concordia Seminary, BA Concordia College, St. Louis

GEORGE W. SCHUYLER Professor, Chair, Department of History, PhD Stanford University, MA Johns Hopkins University, BA Yale University

MICHAEL T. SCOLES Associate Professor of Psychology and Counseling, PhD Northern Illinois University, MA Northern Illinois

University, BA State University of New York at Cortland

RICHARD I. SCOTT Professor of Sociology, PhD University of Nebraska, Lincoln, MA University of Nebraska, Lincoln, BS Indiana State University

CHARLES J. SEIFERT Professor of Mathematics, PhD Kent State University, MA Kent State University, BS Kent State University

FRANK K. SERVEDIO Assistant Professor of Kinesiology and Physical Education, PhD Ohio State University, MS Herbert H. Lehman College, BA Herbert H. Lehman College

ROBYN SERVEN Associate Professor of Mathematics, PhD University of Oregon, MA University of Oregon, BA Portland State University

LINDA SHALIK Associate Professor, Chair, Department of Occupational Therapy, PhD University of Florida, MEd University of Florida, BS Ohio State University

ALMA SHEARIN Assistant Professor of Childhood Education, PhD University of Arkansas, MS Johns Hopkins University, BA University of Maryland

JIM SHELTON Professor, Chair, Department of Philosophy and Religion, PhD University of Kansas, MPhil University of Kansas, BA University of Tulsa

GORDON SHEPHERD Professor of Sociology, PhD State University of New York at Stony Brook, MA State University of New York at Stony Brook, BA University of Utah

MELISSA SHOCK Associate Professor of Family and Consumer

Sciences, PhD Oklahoma State University, MSE University of Central Arkansas, BS University of Arkansas

CONRAD SHUMAKER Professor of English, PhD University of California, Los Angeles, MA University of Arizona, BA University of Arizona

ARLENE SINDELAR Visiting Assistant Professor of History, PhD University of Mississippi, MA University of Iowa, BA Concordia Teachers' College, AA St. John's College

JERALYNN SITTIG Assistant Professor of Sociology, PhD Florida State University, MS Florida State University, BS Florida State University

DAVID J. SKOTKO Professor, Chair, Department of Psychology and Counseling, PhD Wayne State University, MA Wayne State University, BA Cleveland State University

BILLY LEE SMITH Professor of Psychology and Counseling, PhD University of Mississippi, MS University of Mississippi, BA Northeast Louisiana University

D. DERALD SMITH Professor of Biology, PhD University of Texas, MS University of Oklahoma, BS University of Oklahoma

LAURA SMITH-OLINDE Assistant Professor of Speech-Language Pathology, PhD Louisiana State University, MA Louisiana State University, BA Louisiana State University

GLENN DON SMITH, Professor of Speech, PhD University of Nebraska, MA Northern Colorado University, BA Western Michigan University

TERESA SMITH Associate Professor of Psychology and Counseling, PhD University of Mississippi, MS University of Mississippi, BA Southeastern Louisiana University

TODD A. SMITH Assistant Professor of Mathematics, PhD University of Virginia, MS University of Virginia, BS Arkansas College, BS University of Rochester

PAMELA A. SPIKES CPA, Associate Professor of Accounting, PhD University of Mississippi, MS University of Arkansas, BS University of Arkansas

CONRAD STANITSKI Professor, Chair, Department of Chemistry, PhD University of Connecticut, MS University of Northern Iowa, BS Bloomsburg State College

WAYNE B. STENGEL Professor, Interim Chair, Department of English, PhD Duke University, MA New York University (Film), MA University of Louisville, BA Grinnell College

SHEILA STROMAN Assistant Professor of Nursing, PhD University of Memphis, MSN University of Central Arkansas, BS University of Central Arkansas

LORNA STRONG Instructor of Kinesiology and Physical Education, MS University of Central Arkansas, BA Rice University

R. DAVID SUMPTER Assistant Professor of Childhood and Special Education, PhD Peabody College of Vanderbilt University, MS Arkansas State University, BS Arkansas State University

T

THEMAN RAY TAYLOR Professor of History, PhD University of

California, Santa Barbara, MA Loyola University of Los Angeles, BA
California State University, Dominguez Hills, AA Compton Junior
College

WILLIAM S. TAYLOR Associate Professor of Chemistry, PhD
Louisiana State University, BS Hendrix College

GLENDA THURMAN Associate Professor of Library, Media, and
Information Technologies, PhD University of Colorado, MA
University of Colorado, BS University of Colorado

JAMES E. THURMAN Associate Professor of Speech-Language
Pathology, EdS University of Northern Colorado, MCH Brigham
Young University, MSE University of Central Arkansas, BS State
College of Arkansas

LARRY WAYNE TITLOW Professor of Kinesiology and Physical
Education, PhD Texas A & M University, MEd University of Houston,
BSE University of Houston

V

R. LAWSON VEASEY Professor of Political Science, DA Idaho
State University, MPA Idaho State University, MA Stephen F. Austin
University, BA Louisiana Tech University

W

BEN WAGGONER Assistant Professor of Biology, PhD University of
California, Berkeley, BA Tulane University, BS Tulane University,
New Orleans

RICHARD WALKER Instructor of Music, MM University of Illinois,
BM University of Northern Kentucky

THOMAS MATTHEW WALKER Assistant Professor of Biology, PhD
Virginia Polytechnic Institute and State University, BS Virginia
ocid Stant ProfessorMathem/Recslogy, PhD ocid Stant ProfessorH Asorol

ROBERT D. WILLIAMS Professor of Psychology and Counseling, Coordinator of Undergraduate Psychology, PhD University of Mississippi, MA Stephen F. Austin University, BS North Texas State University

JANET WILSON Assistant Professor of Sociology, PhD University of Nebraska, MS University of Central Arkansas, BS University of Central Arkansas

DENIS WINTER Professor of Music, DMA University of North Texas, MM New England Conservatory, BM Ohio University

ANN WITCHER Associate Professor of Psychology and Counseling, EdD University of Arkansas, EdS University of Central Arkansas, MEd University of Arkansas, BS University of Kansas

HEATHER WOOLVERTON Associate Professor of Physics and Astronomy, PhD Texas A & M University, BS University of Southern Colorado

Y

JEFFRY YOUNG Assistant Professor of Art, PhD University of North Texas, MA University of North Texas, BFA Texas Tech University

Z

RETA ZABEL Assistant Professor of Physical Therapy, PhD Texas Woman's University, MS University of Central Arkansas, BS University of Texas Health Science Center

JAIME ZAMBRANO Assistant Professor of Foreign Languages, PhD University of Missouri, MA University of Missouri, BS Universidad de Colombia

DAVID ZEHR Associate Professor of Biology, PhD Medical

Admission to Graduate Study

A rectangular box with a purple border containing the text "UCA Graduate Bulletin, 1999-2001" in a purple, serif font.

**UCA Graduate
Bulletin, 1999-2001**

For students wanting to pursue a specific graduate program, the admission process involves a mutual decision between the Graduate Dean and the appropriate department. Application materials can be obtained by contacting the Graduate School and requesting copies of the form "Application for Admission to Graduate Study."

Transmission of these forms and official transcripts of all undergraduate and graduate work to the Graduate Office normally will complete an application for admission. Application materials are shared with the department for a recommendation about whether to admit a student to graduate studies and under which type of admission. For students not planning to seek a graduate degree at UCA or who are undecided (i.e., transient or non-degree), the Graduate Dean will admit them to Graduate Studies if they meet Graduate School requirements for regular admission. Continuing

were denied admission are also retained for three years.

Preferred Dates for Applications

Some programs with competitive admission (Physical Therapy, Psychology/Counseling, and Speech-Language Pathology) have applications deadlines and admit a limited number of students only one time per year. Contact the department for specific dates and separate departmental application information. For other programs, the preferred application date is **March 1** for summer and fall admission and **October 1** for spring admission.

To ensure time for processing, applications must be completed (including **official transcripts**) at least **one month prior** to the beginning of the term for which the student wishes to enroll. While every effort will be made to accommodate late applicants, there is no guarantee that a late applicant will be allowed to enroll.

Preference Given to Self-Managed Applications

An applicant may choose to submit all required materials together to the graduate office. Applicants should request official transcripts from all institutions where undergraduate or graduate course work has been completed. The student should ask **that the official transcript be in a sealed envelope bearing the institution's return address with the Registrar's signature or stamp across the back flap**. The applicant should submit the completed applications, transcripts, GRE scores (if applicable), and the \$25 application fee in one envelope to the Graduate Office. This type of self-managed application will be given priority in processing by the Graduate Office and will reach the department of choice more quickly for review.

Graduate Admissions Examinations

To supplement other evidence of preparation for graduate work, departments require standardized admission tests such as the General Test of the Graduate Record Examinations (GRE), the Graduate Management Admissions Test (GMAT) or Allied Health Profession Admission Test (AHPAT). These examinations will not replace other records of achievement as a basis for admission to graduate studies, but they will offer additional evidence concerning the qualifications of students desiring to undertake graduate work. See the Program Requirements in this bulletin to determine if a specific program requires a standardized examination and when the scores are to be submitted to the Graduate School.

All applicants are encouraged to complete these tests early in their senior year of undergraduate work or before filing an application for admission to graduate studies. For further information on these examinations and places where they may be taken, applicants should contact the Graduate School, department in which they want to pursue a graduate degree, or the Testing Center in the Division of Student Services at the University of Central Arkansas, Conway, Arkansas 72035-0001.

Types of Admission

Regular

To be granted regular admission to graduate school, students must have:

1. Obtained a baccalaureate degree from an accredited institution;
2. Achieved a minimum cumulative undergraduate GPA of 2.70 on a scale of 4.00 or at least a 3.00 in the last 60 semester hours of undergraduate study;
3. Achieved a minimum 3.00 GPA on any previously taken graduate course work at another accredited institution; and

4. Met any additional admission requirements specified by programs in this bulletin (e.g., GRE, GMAT, interviews).

Conditional

This classification of admission may be granted when recommended by a department and approved by the Graduate Dean. With good justification, this classification can be used when students:

1. Have not met the minimum GPA requirement for regular admission;
2. Need to complete prerequisites specified by the department offering the graduate program of interest;
3. Have not met the more stringent admission requirements specified by programs; or
4. Have not submitted all required admission materials prior to initial enrollment (e.g., standardized test score where required by program).

For each individual, the Graduate School and/or appropriate department will specify the conditions on the Assessment Review Form that need to be met for obtaining regular admission status including a specified deadline, if applicable, for meeting these conditions.

In the case of failing to meet minimum GPA requirements for regular admission, the student must obtain a minimum cumulative GPA of 3.00 after the first nine (9) semester hours of graduate course work taken at the University of Central Arkansas. The graduate courses taken during this probationary period must apply toward a degree program and be approved by the appropriate departmental chair and the Graduate Dean. If the cumulative 3.00 GPA is achieved, the student may then request reclassification to regular admission status and petition for candidacy into a graduate degree program. If a 3.00

will be assigned an advisor in the area the student is seeking certification.

Transient

Students pursuing a graduate degree from another institution and wishing to take a graduate course at the University of Central Arkansas may be admitted as a transient student. A letter of good standing from the Graduate Dean of the college or university where the student is attending will allow admission for one semester only.

Admission of International Students

Application materials for international applicants can be obtained from the Office of International Programs. The completed application form, all supporting documents, and the application fee must be submitted to the Office of International Programs, which then forwards completed application files to the Graduate Office. Incomplete application files are not reviewed by the Graduate Office.

International applicants to the Graduate School whose first language is not English must demonstrate a satisfactory level of English proficiency. Students need a strong command of the English language to perform at the graduate level, especially in interactive programs which emphasize teamwork and effective oral and written communication.

Applicants whose first language is not English will be considered

213 (computerized test). The TOEFL may be waived at the discretion of the academic department chair if the last four semesters of full-time academic coursework have been completed at an accredited institution in the United States with an overall grade point average of 3.0 or higher.

In addition to demonstrating a satisfactory level of English proficiency, international graduate applicants must submit their undergraduate transcripts, including certified English translations, to the University of Central Arkansas. In some cases, applicants will be asked to send their transcripts to a professional evaluation service in the U.S. before an admission decision can be made. International applicants must also submit proof of financial support before admission documents, including the Form I-20, can be issued.

Detailed information regarding international students is available from the Office of International Programs, 3rd Floor Torreyson Library, Conway, AR 72035, U.S.A.; phone (501) 450-3445; FAX (501) 450-5095; email oiop@mail.uca.edu or via their Web site at <http://www.uca.edu/divisions/advance/international/>.

Admission of Transfer Students and Transfer Credit

No student who has attended another graduate institution and earned less than a cumulative 3.00 GPA on a 4.00 scale will be admitted to graduate study at the University of Central Arkansas.

Subject to the approval of the Graduate Dean and the appropriate departmental chair, a maximum of six hours of transfer graduate credit of grade "B" or above from another accredited institution may be accepted in UCA master's degree programs requiring only the minimum 30 hours, none of which shall be in extension or correspondence work. In programs exceeding 30 hours, a maximum of 15 hours of graduate credit of grade "B" or above may be

transferred from another accredited institution, subject to the approval of the Graduate Dean and the appropriate departmental chair. There must be an equivalent UCA course for all transfer hours. None of these transfer hours may be in extension or correspondence work, and a minimum of 24 hours credit at the University of Central Arkansas is required.

Admission to Graduate School Does Not Imply Candidacy for a Degree

A student becomes a candidate for an advanced degree only by demonstrating through study at this University the requisite preparation and ability. Requirements specified for admission to graduate school and for any advanced degree are minimum requirements. Additional requirements may be specified by departments depending upon the student's undergraduate preparation and the particular field of graduate work chosen.

Return to [top of page](#).

Petition for Degree Candidacy and Program of Study



UCA Graduate
Bulletin, 1999-2001

A graduate student wishing to pursue a degree must petition for candidacy to the selected master's or specialist's degree program, which includes a **Program of Study**. The student may apply for degree candidacy at the end of the enrollment period in which the total number of graduate hours accumulated reaches nine or more. Normally, application must be made no later than the end of the enrollment period in which the accumulated total of graduate hours reaches eighteen. The student who has accumulated fewer than nine hours at the beginning of a term and more than eighteen at the end of that term must apply at the end of that particular enrollment period. Petition for degree candidacy cannot be filed until the student has removed any conditions assigned at the time of admission to graduate study.

application for admission to candidacy was accepted prior to the end of the first week of classes. In no case will a student be granted a graduate degree at the summer commencement unless the application for admission to candidacy was accepted prior to the end of the first week of the first summer term. These specific dates are listed in the University's Calendar in the Schedule of Classes. The student must submit a typewritten original of the Petition for Candidacy form, including an approved program of courses with the advisor's and chair's signature, to the Graduate School.

advI7384.d.4.d.w3
urses with the

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below C are recorded and are considered in determining the quality-point ratio, *but are not accepted toward completion of the graduate program.*

All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded.

CALCULATION OF THE GRADUATE GRADE POINT AVERAGE INCLUDES ALL RESIDENCE COURSE WORK ATTEMPTED. NO TRANSFER CREDIT GRADES ARE USED TO CALCULATE THE CUMULATIVE GPA

A graduate student is expected to maintain a cumulative 3.000 average. A student whose cumulative grade point average is less than 3.000 is on academic probation. In the next semester or summer term in attendance, the student should achieve a cumulative 3.000 or at least show meaningful improvement towards a 3.000 GPA. If the cumulative 3.000 is not met or meaningful improvement shown, the student is ineligible to continue graduate studies at UCA.

A scholastic ratio of 3.000 or above is required for graduation. Up to six hours beyond the degree requirements can be used to meet this grade point average but all such hours must be approved by the student's advisor.

The grade of "X" is given only if satisfactory completion of the remaining course requirements can result in a passing grade for that semester's work. An "X" grade is not computed in the grade point

average. One calendar year is the maximum time limit for removal of an "X" grade except in individual study courses and theses. If one year passes and the "X" has not been removed, the grade will be changed automatically to an "F". An individual instructor may specify a shorter time period for removal of an "X". The instructor is required to state, in writing, the requirements for removing the grade of "X" at the time it is assigned. One copy of the requirement is to be given to the Registrar, one to the student, one to the department chair, and one retained by the instructor. Failure of the student to meet these requirements may result in the "X" becoming an "F". A student may not re-enroll in a course for which an "X" is in effect. No student may be cleared for conferral of a graduate degree until all incomplete (X) grades have been removed.

To obtain the qualitative index of a student's scholarship, the total number of quality grade points accumulated is divided by the total number of semester hours attempted to give the ratio known as the grade point average. For example, if a student has earned 96 quality grade points on 30 semester hours attempted, the grade point average is 96 divided by 30 = 3.200. The following table can be used to calculate grade point averages:

A=4 quality points (3 hours of A is 3 X 4 quality points = 12)

B=3 quality points (3 hours of B is 3 X 3 quality points = 9)

C=2 quality points (3 hours of C is 3 X 2 quality points = 6)

D=1 quality points (3 hours of D is 3 X 1 quality point = 3)

F=0 quality points (3 hours of F is 3 X 0 quality points = 0)

Refer to the preceding paragraph to calculate grade point averages using the table above.

Attendance

Attendance and tardiness are primarily a student-teacher-class

graduate students who are accused of academic misconduct are specified in the *Student Handbook*.

Policy on Research with Human Subjects

consecutive years.

Second Master's Degree

Subject to the review of the Graduate Dean, College Dean, Department Chair, and the Program Advisor, students holding valid master's degrees from an accredited graduate institution, including UCA, may apply no more than six (6) hours of approved course work completed as a part of the first master's degree towards a second master's degree. Transferring these six (6) hours for specific courses in the program for the second master's degree will be indicated in writing as the program of study is prepared by the program advisor.

All remaining courses applied to satisfy the requirements for the second master's degree must be taken in residence at the University of Central Arkansas. These courses and those they substitute for must be approved by the department chair.

The second master's degree will be subject to the general regulations governing master's degrees except as stated above.

Maintenance of Standards

The University reserves the right to deny further attendance to a student who lacks the personal qualities, professional characteristics, or scholastic attainments essential for success. Such a student desiring to re-enroll will supply the university with evidence that the difficulties have been corrected.

Course Withdrawal Policy

During the change-of-course period no grade will be recorded. If a course is dropped between the change-of-course period and the drop deadline specified in the academic calendar, a grade of Withdrawn (W) will be recorded so long as the course instructor has

**UCA Graduate
Bulletin, 1999-2001**

All candidates are required to make formal application for the graduate degree and graduation by the dates specified in the University Calendar. These selected dates are approximately September 15 for December graduation, February 3 for May graduation, and the first Friday of the Summer I session for August graduation.

**STUDENTS NOT MEETING THIS DEADLINE WILL HAVE THEIR
GRADUATION DELAYED BY ONE SEMESTER.**

Application forms are available in the Graduate School.

Return to [top of page](#).

Assistantships and Other Forms of Financial Aid

**UCA Graduate
Bulletin, 1999-2001**

Graduate assistantships are available for qualified students in 20 academic areas and in approximately 20 non-academic areas. Recipients of these assistantships serve as laboratory assistants, research assistants, or teaching.

The primary goal of an assistantship is to augment the student's educational objectives and to assist in the prompt and successful completion of the student's degree program. The student and the department share a central responsibility in the student's education. The graduate assistant is clearly a student who, while making progress in the degree program, has special opportunities to receive experience in a profession under the supervision of a faculty mentor. Although such students serve the University of Central Arkansas with teaching, research, and/or administrative duties, they are considered students, and not employees, of the University, and the tasks assigned to them must be clearly and justifiably consistent with the student's educational and career objectives.

Various funding sources exist for graduate assistantships. In addition to assistants who receive funding from the Graduate School, other sources for support include grants, gifts, contracts, community service agencies, or various university departments, divisions, or centers. Approximately 150 graduate students receive assistantship

funds each semester.

To qualify for an assistantship, the student should have achieved an excellent academic record and completed substantial course work in the major field. The student must have been admitted with full qualifications in accordance with the admission policies and procedures of the Graduate School. The English language proficiencies of international students must be thoroughly evaluated in relationship to the demands of the assistantship assignment prior to the start of the appointment period. All teaching assistants must demonstrate competency in spoken English through procedures established by the controlling department and the Graduate School.

Graduate assistants on Graduate School sponsored appointments may be appointed for up to 12 months per contract period. Nine-month appointments would generally correspond to thirty-six (36) weeks of service (nine monthly pay periods). Twelve month appointments would generally correspond to fifty-two (52) weeks of service (12 monthly pay periods). The start and end dates of all Graduate School sponsored appointments must be within the university's fiscal year, July 1 to June 30.

In order to continue an appointment from semester to semester during the academic year, all graduate assistants must remain in good academic standing. If an assistant's cumulative grade point average falls below a 3.0 during the academic year of an appointment, the student will be terminated from that assistantship during that academic year.

Graduate assistants who are performing satisfactorily in their studies and duties are eligible for annual reappointments. Academic and professional performance and progress are measured by the following criteria: (1) grade-point average, cumulative and over the past academic year, of at least 3.0; (2) student academic record with

not more than one incomplete grade; (3) report of the academic advisor; (4) formal evaluation by the faculty mentor; (5) length of time holding the assistantship; and (6) length of time in the degree program.

Normally, the maximum number of years that a graduate student may hold an assistantship is two years while pursuing a master's degree and four years in a doctoral program.

Application forms and specific requirements for assistantships may be obtained in the Graduate School. Information about other forms of financial aid, including loans, may be obtained from the Financial Aid Office, located in Bernard Hall Room 201, (501) 450-3140. Students receiving graduate assistantships and other forms of financial aid need to contact the Financial Aid Office to determine their combined financial package.

Return to [top of page](#).

Fees and Other Charges for 1999-2001

**UCA Graduate
Bulletin, 1999-2001**

Fees payable by students in the Graduate School are shown below. These fees and charges are **SUBJECT TO CHANGE WITHOUT NOTICE.**

Graduate Application Fee

A \$25 and \$40 non-refundable fee, for U.S. and international students respectively, must be submitted with Applications for Admission to Graduate School.

Graduate Registration Fee Per Semester Cost

Arkansas residents will pay the following registration fees:

Credit Hours	Cost Per Hour *
1-7 hours	\$143.50 per hour, plus additional fees
8 and up	\$143.50 per hour, plus additional fees
Additional Fees	
Athletic	\$10.00 per hour

Student Center \$4.00 per hour

Fac Fee \$3.00 per hour

Other Mandatory Fees

Activity Fee (1-7 hours) Per Term \$10.00

Activity Fee (8+hours) Per Term \$20.00

Student Publication Fee \$5.00 **

* Non-Arkansas residents will pay an additional \$153.00 per credit

Graduation Fee

Candidates for a graduate degree pay a graduation fee. This fee is determined by the cost of academic attire and other expenses incurred by commencement. The graduation fee must be paid in the Office of the Business Manager or the Graduate Office at the time application for graduation is filed in the Graduate Office. The paid receipt must accompany the application for graduation.

Withdrawal and Refunds from the University

In the event a student withdraws from the university before the first day of classes for all terms they will receive a 100% refund of registration and mandatory fees. During the fall and spring semesters students withdrawing from the university or making schedule adjustments by 4:00 p.m. on the 3rd Friday of classes will receive a refund as follows: (1) Withdrawals -- 75% of registration and mandatory fees will be refunded. (2) Schedule adjustments -- Beginning the first day of classes students may be entitled to a 75% refund of the difference in the cost of the original class enrollment and the final class enrollment after adjustment. Refunds of less than \$5.00 will not be granted. Post Office Box rental fee is not refundable.

For the 10-Week, Intersession, and Summer terms, students withdrawing from the university or making schedule adjustments by 4:00 p.m. on the first Friday of classes will receive a refund as follows: (1) Withdrawals -- 75% of registration and mandatory fees will be refunded. (2) Schedule adjustments -- Beginning the first day of classes, students may be entitled to a 75% refund of the difference in the cost of the original class enrollment and the final class enrollment after adjustments. Refunds of less than \$5.00 will not be granted. Post Office Box rental is not refundable.

To meet the requirements of the Higher Education Amendments of 1992, any student who is either attending or withdrawing from the university, and is in receipt of Title IV funds--i.e., Federal William D. Ford Direct loans, Federal Perkins loans, Federal Stafford loans, Federal PLUS loans, Federal Pell grants, Federal Supplemental Educational Opportunity grants, and Federal College Work Study--will, when eligible, be entitled to refunds as prescribed under the federal regulations governing these funds.

All other students who withdraw from the university, any undergraduate who drops classes below full-time status or any graduate student who drops hours during a semester or summer term, will be entitled to refunds, if eligible.

Room and board may be adjusted/refunded for all students on a weekly basis according to the provisions of the housing contract.

Refunds of less than \$500 will not be reported to the Dept. of Education. Refunds of less than \$500 will not be reported to the Dept. of Education.

[UCA Home](#) | [Graduate School](#) | [2001-2003 Home](#) |

Graduate students may pick up brochures and available information concerning off campus housing in the Housing Office, located in Bernard Hall, 450-3132.

Two residence halls may be of interest to graduate students. Baridon Hall, a co-educational hall, houses juniors, seniors, and graduate students; students 21 years or older; or students who have lived in a residence hall for four semesters. Two bedrooms adjoin a living room and bathroom. Baridon Hall offers a fitness room, conference room, computer lab and an intensive study floor. Minton Hall is our twelve month, co-educational hall. This hall offers larger rooms with a microfridge in each room and an intensive study floor. Minton Hall never closes, so it is ideal for those students who need a place to stay year round. Baridon and Minton Hall are very popular, so early application is encouraged. Private rooms are available. Request information from the housing office.

Room rates for 1999-2001 are as follows:

Double Occupancy	\$890.00/Term	\$222.50/Installment (4 per term)
Private Room	\$1,195.00/Term	\$298.75/Installment (4 per term)
Guaranteed Private Room	\$1,330.00/Term	\$332.50/Installment (4 per term)
Minton Hall (Private Room)	\$1,220.00/Term	\$305.00/Installment (4 per term)
Minton Hall (Double Occ.)	\$905.00/Term	\$226.25/Installment (4 per term)

P.O. Box Rent is \$5.00 per term and due with first installment.

Housing Deposit

A \$100 housing deposit is required when application is made to live on campus. The deposit serves both as a security and damage deposit. It secures a space in the residence halls for the entire academic year, as long as space is available. If you make application for housing and then decide to cancel, you must submit a

written request to the Housing Office by **July 1** for the **fall semester** and **December 1** for the **spring semester**. The contract to live on campus is for an academic year except for reasons of graduation, student teaching, internship, or serious illness. No deposit is required for summer, but you must apply for housing well in advance to be eligible to live on campus. Once you move in, private rooms, if available, can be arranged through your Hall Director.

**ALL ROOM AND BOARD COSTS CONTAINED HEREIN ARE
SUBJECT TO CHANGE.**

Food Services

University of Central Arkansas dining facilities provide students a healthful and balanced diet at an economical price. Three meal plans are available for students: 19 meals per week, 15 meals per week, or any 10 meals per week. All students living on the campus are required to select a meal plan at the beginning of each semester. They may not change that selection during the course of the semester.

The university dining facilities are open to all faculty, staff, students, and guests. A student living off campus who desires meals in the cafeterias may pay in advance by securing a meal ticket, or pay when going through the line. Students requiring a special diet should bring their doctor's request and recommended diet to the Food Manager's Office in Christian Cafeteria.

Board Per Semester Cost

The university has a traditional food plan which offers 19 meals per week. For those students who know that they will not be eating meals on weekends, the university offers any 15-meal, or any 10-meal per week, Monday through Sunday. Students are required to

select their meal plan at the beginning of each semester. They may not change that selection during the course of the semester.

All Room and Board charges are payable in advance. These charges may be paid monthly as long as payment is made at least one month in advance. Students who live on campus must have a meal plan. Room and Board charges for 1999-2001 are as follows:

Any 19 Meals Per Week	\$685.00/Term	\$171.25/Installment (4 per term)
Any 15 Meals Per Week	\$665.00/Term	\$166.25/Installment (4 per term)
Any 10 Meals Per Week	\$645.00/Term	\$161.25/Installment (4 per term)
Any 7 Meals Per Week with \$125 DCB	\$660.00/Term	\$258.75 1st installment \$133.75 2nd, 3rd, & 4th installments

Bookstore

The University of Central Arkansas Bookstore is located on the first floor of the Student Center. The Bookstore offers a variety of school items, snacks, and a limited supply of clothing.

Post Office

A branch post office is maintained in the Student Center for the convenience of students and faculty. Resident students are required to rent a campus post office box at a fee of \$5.00 per semester, due with the first housing installment.

Computer Services

Personal computers are readily available in departments, computer laboratories, the library, and the student center. Statistical software packages are available for personal computers as well as on the university mainframe.

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

Art



UCA Graduate
Bulletin, 1999-2001

Objectives

Graduate courses in art are designed to aid teachers in developing pedagogy unique to instruction in art or to address specific advanced studio problems. UCA does not offer a graduate degree in art.

Graduate Courses in Art (ART)

5360 ELEMENTARY ART CURRICULUM An in-depth study of methods and evaluation of the teaching of elementary school art. On demand

5361 SECONDARY ART CURRICULUM An in-depth study of methods and evaluation of the teaching of secondary school art. On demand.

5171, 5271, 5371 ADVANCED STUDIO PROBLEMS Specific art media or topic on current issues and problems in art. On demand.

Return to

[UCA Home](#) | [Graduate School](#) | [2001-2003 Home](#) | [1999-2001 Home](#) | [1999-2001 Contents](#)

submit at least two letters of recommendation, and a letter of intent that discusses the applicant's field of interest, goals, and reasons for applying to the Department of Biology at the University of Central Arkansas. It is expected that the student will have completed, at the minimum, an undergraduate minor in biology with a minimum GPA of 3.000. It is also expected that the student will have completed a year of general physics and two years of chemistry at the undergraduate level. Persons who are deficient in these entrance requirements may be admitted at the discretion of the Graduate Committee of the Department of Biology, but deficiencies must be made up without graduate credit. Also, the student will be obliged to make up any critical deficiencies in undergraduate preparation for graduate work in biology. The extent of these deficiencies will be decided by the Graduate Committee. A minimum grade of C is required in all deficiency courses.

Advisement

Upon entering the program, the Graduate Coordinator of the Department of Biology will review the student's undergraduate record. The Graduate Coordinator will recommend an initial program of study for the student and will serve as the initial advisor. Before the student completes nine semester hours of graduate credit or one semester of graduate work, a major professor should be selected. For the thesis candidate, a proposal of thesis research is required to be filed with the Graduate Office and the Graduate Committee. For both thesis and non-thesis students, the major professor, the Graduate Coordinator, and the student will agree upon two additional members of the graduate teaching staff in biology as members of the student's advisory committee. The advisory committee of three persons (exclusive of the Graduate Coordinator, who is an ex-officio member) will recommend subsequent courses to be taken by the student. The student's advisory committee may be expanded to include faculty from other departments or institutions in cases where

thesis work involves them.

Course and Other Requirements

The course and other requirements vary among the three tracks within the Master of Science in Biology degree program, and hence are listed separately below.

M.S. With Thesis

Course Requirements

Thirty (30) semester hours are required for this track. Up to six hours of thesis research may be included in this total. Students must take two hours of Graduate Seminar (Biology 6102) during their degree program. At least fifteen hours (15) of graduate coursework must be at the 6000 course level. With permission of the student's committee, up to six semester hours may be taken outside the Department of Biology, if such work has a direct relationship to the student's objectives in achieving the M.S. degree in biology.

Other Requirements

A research thesis is required. After the thesis has been read and approved, and before the candidate is recommended to the Dean of the Graduate School for graduation, the committee will meet with the candidate for an oral examination, which will consist principally of a defense of the thesis. A majority of the student's committee must approve the thesis and its defense. If approval is denied, the candidate will not be recommended for graduation, but may be re-examined after at least one month.

M.S. Without Thesis

Course Requirements

Thirty-two (32) semester hours are required for the degree, including two semester hours of Graduate Seminar (BIOL 6102) and two semester hours of Biological Literature (BIOL 6290). At least sixteen hours of graduate course work must be at the 6000 course level. No more than six semester hours from courses involving independent research may be counted toward the degree. With permission of the student's committee, up to six semester hours may be taken in a department other than the Department of Biology, if such work has a

demonstrating master-level teaching competency (see below). At least eight hours of science courses outside of biology must be taken; four of these hours may be at the undergraduate level. At least 6 hours of graduate courses in education must be taken.

Other Requirements

Any student who has not already met teaching certification requirements in Arkansas must do so prior to graduation. Students must complete an approved two-credit Special Problem designed to provide exposure to scientific research. Two semester hours of additional biology graduate course work may be substituted for this requirement if the student has previously completed a masters research thesis or acquired comparable work experience. Students must complete a one-credit Special Problem during which they document and demonstrate their ability to evaluate and utilize appropriate teaching methods and materials for a particular content area, and present this content to an appropriate level class. The student must present a video tape of this activity and associated documentation to the biology faculty at a departmental seminar.

Graduate Courses in Biology (BIOL)

5100 FIELD STUDIES IN BIOLOGY This course is designed to broaden the student's field experience beyond that obtained in regular campus courses through concentrated firsthand observations of organisms and their environments. Prerequisite: Consent of department. On demand.

5210 SEMINAR IN BIOLOGY Ideas, concepts, philosophies, and trends in biological science. Prerequisite: Consent of instructor. On demand.

5311 PATHOPHYSIOLOGY Discussion of disruptions in normal

physiology, including the alterations, derangements, and mechanisms involved in these disruptions and how they manifest themselves as signs, symptoms, and laboratory findings.

Prerequisite: BIOL 2405, 2407, 4460, or consent of instructor. Fall, summer.

5340 SCIENCE FOR ELEMENTARY GRADES The place, practice, and content of science in the elementary school program. The course emphasizes the learning of science content and combines the methods of teaching science with a summarization of science materials for these grades. Prerequisite: BIOL 1400 and PHYS 1400, or their equivalent. Fall, spring, summer

5540 BASIS AND APPLIED IMMUNOLOGY Discusses cellular and molecular aspects immunity (humoral and cell-mediated), cells and molecules of the immune system, and the role of the immune system during infections and cancer. Lab teaches contemporary techniques. Prerequisites: BIOL 2490, and BIOL 3402 or 4525. On summer.

5371, 5471 SPECIAL PROBLEMS IN BIOLOGY Individual work under supervision, designed to supplement regularly organized courses in biology, and independent thesis research. On demand.

5400 HISTOLOGY The microscopic anatomy of the vertebrate body. Prerequisite: BIOL 1430, 1431. Fall.

5401 INVERTEBRATE ZOOLOGY Natural history of the invertebrate animals. Prerequisite: BIOL 1430, 1431. Alternate fall semesters.

5402 VERTEBRATE ZOOLOGY Natural history of the vertebrate animals. Prerequisite: BIOL 1430, 1431. Alternate spring semesters.

5404 PLANT TAXONOMY The identification, nomenclature, and classification of vascular plants dealing largely with Arkansas flora; emphasis on plant families. Prerequisite: BIOL 1430, 1431. Fall.

5405 EMBRYOLOGY Basic principles of development at all levels of organization of the embryo. Lab work involves concentrated study of the major stages of development of the frog, chick, and pig embryo. Prerequisite: BIOL 1430, 1431. Fall.

5410 ANATOMY/MORPHOLOGY OF CRYPTOGAMS The plant kingdom, excluding gymnosperms and angiosperms, with emphasis on the structure and reproductive habits of representatives of major plant groups. Prerequisite: BIOL 1430, 1431. Alternate spring semesters.

5415 EVOLUTION Biological evolution from the Darwinian and Neo-Darwinian perspective; mechanisms of evolutionary change and overview of the history of life on earth. Prerequisite: Courses in general botany, general zoology, and genetics. Fall.

5430 COMPARATIVE VERTEBRATE ANATOMY Comparative gross anatomy of the vertebrates. Laboratory work includes dissection of the dogfish shark, *Necturus*, and cat. Prerequisite: BIOL 1430, 1431. Spring.

5435 ANIMAL BEHAVIOR An analysis of animal behavior from an ecological and evolutionary perspective. Prerequisite: BIOL 1430, 1431. On demand.

5445 BIOMETRY Applied biological statistics with an emphasis on experimental design and data analysis. Prerequisites: BIOL 1441 and MATH 2311, or equivalent. On demand.

5450 PLANT PHYSIOLOGY The metabolism of plants, with emphasis on cell function, energy relations, translocation, nutrition, and developmental regulation. Prerequisite: BIOL 3402. Alternate fall semesters.

5460 ANIMAL PHYSIOLOGY Study of how animals (vertebrates and invertebrates) meet normal functional needs and environmental changes. Laboratory work includes measurements and collection of data using living material. Prerequisite: BIOL 3402. Spring.

5461 ANIMAL PARASITOLOGY A course designed to familiarize students with the taxonomy, morphology, ecology, and life cycles of animal parasites. Prerequisite: BIOL 1430. Spring, alternate years.

5470 ANATOMY/MORPHOLOGY OF GYMNOSPERMS AND ANGIOSPERMS Life cycles, external structure, anatomy of gymnosperms and angiosperms. Prerequisite: BIOL 1430, 1431. Alternate springs.

5471 SPECIAL PROBLEMS IN BIOLOGY Individual work under supervision, designed to supplement regularly organized courses in

biology, and independent thesis research. On demand.

5525 MICROBIOLOGY AND IMMUNOLOGY Basic concepts of bacteriology, virology, mycology, protozoology, molecular biology, immunology, and pathogenic microbiology. Fall, spring.

5530 EXPERIMENTAL MOLECULAR BIOLOGY Molecular biology of nucleic acids, with an emphasis on biotechnology and genetic engineering. The laboratory experience is a major component of the course. On demand.

6101, 6201, 6301 THESIS RESEARCH May be repeated for a maximum of six credit hours. Fall, Spring, Summer, on demand.

6102 GRADUATE SEMINAR Skills and understanding pertaining to independent work at the graduate level. Fall, spring.

6171, 6271, 6371, 6471 SPECIAL PROBLEMS IN BIOLOGY Individual work under supervision, designed to supplement regularly organized courses in biology, and independent thesis research. On demand.

6290 BIOLOGICAL LITERATURE Use of abstracts, journals, and reference books in biology to prepare a comprehensive literature review and seminar. Prerequisite: Consent of Advisory Committee. On demand.

6330 HISTORY OF BIOLOGY A cultural history of biological science from the pre-Socratic Greeks to the present time. On demand.

6430 PROTEIN AND ENZYME BIOLOGY In depth study of proteins and enzymes, including protein engineering. Emphasis is placed on the laboratory experience. On demand.

6440 EXPERIMENTAL EMBRYOLOGY Experimental studies on frog and chick embryos. Library research on cellular and tissue differentiation. Prerequisite: BIOL 4405/5405. On demand.

6442 AQUATIC ECOLOGY A study of the physical, chemical, and biological characteristics of bodies of water and the interrelationships of these characteristics. Prerequisite: Minimum of an undergraduate minor in biology and one year of general chemistry. On demand.

6443 ADVANCED ECOLOGY Contemporary ideas and practices in several subdisciplines within ecology. Prerequisite: BIOL 4403. Spring, alternate years.

6450 SYSTEMATICS AND CLASSIFICATION An in-depth study of the methods and underlying philosophies of classifying organisms, emphasizing phylogenetic approaches. Application to the study of evolution, ecology, genetics, biogeography, behavior, and conservation. On demand.

6455 REGULATORY PHYSIOLOGY Some environmental influences on animals and plants and their responses to these influences. Prerequisite: Consent of instructor and BIOL 4450 or 4460. On demand.

6460 RADIATION BIOLOGY Lecture, laboratory, and discussion work on radioactivity and its measurement, effects of radiation on biological systems, tracer techniques, and risks vs. benefits in the use of radiation. Prerequisite: A course in general biology and one in general chemistry. On demand.

6480 ADVANCED GENETICS A course designed to follow one in elementary genetics. Special emphasis is placed upon molecular aspects of the subject. Prerequisite: A course in elementary

genetics. On demand.

6482 RECENT ADVANCES IN MOLECULAR BIOLOGY New developments in molecular genetics and developmental biology. Prerequisite: Degree in biology. Fall, alternate years.

Graduate Courses in Science (SCI)

5422 SECONDARY SCIENCE TEACHING METHODS AND MATERIALS Instructional methods, curricula, and instructional materials for secondary science classrooms, laboratories, and field trips. Teacher devised evaluation instruments. Field experience required. Admission to teacher education; consent of instructor, and with approval of the student's advisory committee and the Graduate Committee. Fall, summer, on demand.

Gulf Coast Research Laboratory

The Biology Department is affiliated with the Gulf Coast Research laboratory at Ocean Springs, Mississippi. The following graduate courses may be taken there for credit in the student's UCA program.

	Semester Hours
501 Marine Fisheries Management	2
501L Marine Fisheries Management Lab	2
503 Marine Invertebrate Zoology	3
503L Marine Invertebrate Zoology Lab	3
504 Parasites of Marine Animals	3
504L Parasites of Marine Animals Lab	3
505 Marine Ecology	3

505L	Marine Ecology Lab	2
506	Fauna/Faunistic Ecology Tidal Marshes	1
506L	Fauna/Faunistic Ecology Tidal Marshes Lab	3
507	Marine Aquaculture	3
507L	Marine Aquaculture Lab	3
508	Marine Ichthyology	3
508L	Marine Ichthyology Lab	3
509	Marine Microbiology	3
509L	Marine Microbiology Lab	2
510	Marine Fisheries Management	2
510L	Marine Fisheries Management Lab	2
520	Marine Phycology	2
520L	Marine Phycology Lab	2
521	Coastal Vegetation	2
521L	Coastal Vegetation Lab	1
522	Salt Marsh Plant Ecology	2
522L	Salt Marsh Plant Ecology Lab	2
523	Marine Mammals	2
523L	Marine Mammals Lab	2
530	Comparative Histology of Marine Organisms	3
530L	Comparative Histology of Marine Organisms Lab	3
590	Special Problems in Marine Science	TBA
591	Special Topics in Marine Science	TBA

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

2. Approval of the Dean of the College of Business Administration, based on an estimate of the applicant's likelihood of successful completion of the degree requirements. In addition to the applicant's undergraduate degree performance and standardized test scores, other indicators of potential success that might be considered include:
 - a. Evidence of excellent written and oral communication skills.
 - b. Letters of recommendation from employers, teachers, or other knowledgeable reviewers of the applicant's credentials.
 - c. The applicant's employment record, including work responsibilities and accomplishments, job evaluations, seminar or workshop attendance, and other measures of

Administration Degree, a student must complete the following prerequisite courses or their equivalent:

Principles of Accounting	6 semester hours
Principles of Economics	6 semester hours
Legal Environment of Business	3 semester hours
Managing Customers/Markets (Basic Marketing)	3 semester hours
Managing Finance/Capital (Basic Finance)	3 semester hours
Statistics	3 semester hours
Managing Production/Operations	3 semester hours

A student who can demonstrate a competency in one or more of the above areas will not be required to take those courses. A major portion of the above foundation courses must be completed before taking graduate courses. In addition to these competencies, students will be expected to demonstrate competency in oral and written communication, behavioral sciences, strategic analysis, and computer skills. Deviations from this policy must be approved by the MBA advisor.

All MBA candidates will complete the 30 semester-hour program as follows:

- MBA 6301 Decision Modeling in Information Systems
- MBA 6302 Accounting for Management Decisions
- MBA 6303 Managerial Economics
- MBA 6304 Communications and Organizations
- MBA 6305 Financial Decision Making
- MBA 6306 Legal Environment of Business for Managers
- MBA 6307 Entrepreneurship: The Act of Wealth Creation
- MBA 6308 Marketing Strategies

MBA 6601 Integration of Business Disciplines

Undergraduate Accounting Majors may choose to substitute Accounting 6309 (Tax Planning and Research) for MBA 6306 (Legal Environment of Business for Managers). MBA students with an undergraduate accounting degree will substitute Accounting 6310 (Advanced Accounting Theory) for MBA 6302 (Accounting for Management Decisions).

Graduate MBA Courses

6301 DECISION MODELING IN INFORMATION SYSTEMS

Graduate students will explore the role of information systems in business; in particular, the application of quantitative, data analysis, and information management methods of business decision making.

6302 ACCOUNTING FOR MANAGEMENT DECISIONS Emphasis on the uses of accounting data internally by managers/entrepreneurs in directing the operations of business and non-business organizations.

6303 MANAGERIAL ECONOMICS A presentation of concepts, tools, and methods of economic analysis relevant to broad cross-section decisions within the business firm.

6304 COMMUNICATION IN ORGANIZATIONS The applications of oral/written communication theories through the development of the skills necessary to apply them to human interaction in today's technological business environment.

6305 FINANCIAL DECISION MAKING Relevant tools utilized in financial decision making. Emphasis on cases, business games, current literature, and problems.

6306 LEGAL ENVIRONMENT OF BUSINESS MANAGERS A study of the Constitution and Business; the court system and business torts; anti-trust; labor organizations; employer/employee relationships, consumer rights, social responsibility, ethics, and

Such research is utilized in analyzing both prior and proposed tax transactions.

6310 ADVANCED ACCOUNTING THEORY Accounting theory including its historical development and current application. Prerequisite: Undergraduate major in accounting or its equivalent. On demand.

6390 SPECIAL PROBLEMS IN ACCOUNTING

Graduate Courses in Economics (ECON)

5360 HEALTH CARE ECONOMICS Survey and analysis of economic and financial aspects of U.S. health care system. Market and institutional characteristics of health care delivery, cost issues, and reform proposals. International comparisons and State innovations. Tools of financial analysis for health care. On demand.

6390 SPECIAL PROBLEMS IN ECONOMICS

Graduate Courses in Finance (FINA)

6390 SPECIAL PROBLEMS IN FINANCE

Graduate Courses in Information Systems (INFO)

6390 SPECIAL PROBLEMS IN INFORMATION SYSTEMS

Graduate Courses in Marketing (MKTG)

5360 HEALTH CARE MARKETING Application of basic theoretical and practical marketing knowledge to the health care industry and exposure to contemporary health care marketing literature. Prerequisite: MKTG 3350. Fall.

5361 ADVANCED HEALTH CARE MARKETING A more in-depth study of marketing as applied to the health care industry through an identification of marketing managers' basic tools and a case-study application of such tools to health care marketing. Health care marketing literature which complements case studies will be surveyed. Prerequisite: MKTG 5360. Spring.

6390 SPECIAL PROBLEMS IN MARKETING

Graduate Courses in Management (MGMT)

6390 SPECIAL PROBLEMS IN MANAGEMENT

Return to [top of page](#).

Business and Marketing Education

**UCA Graduate
Bulletin, 1999-2001**

Objectives

The graduate program in Business and Marketing Education, located within the Department of Academic Technologies and Educational Leadership, is designed to provide advanced professional training for instructional personnel in Business and Marketing Education, training and development, and adult education.

- A graduate student earning a Master of Science in Business and Marketing Teacher Education will be able to:
- Design and select strategies that will facilitate student or trainee achievement of vocational competencies by translating learning theories in terms of functional relations to instruction.
- Demonstrate a variety of methods and techniques including computer-assisted instruction by providing alternative routes for students or trainees to achieve vocational competencies.
- Identify, select, develop, and implement instruction materials in terms of student or trainee performance levels that are necessary for the achievement of specific classroom objectives.
- Select appropriate methods of program and student or trainee evaluation in order to utilize results of the assessments for program and student or trainee improvement.
- Demonstrate creativity and inquisitiveness about current trends

education teachers of career orientation. Summer.

5312 ACTIVITY BASED LEARNING EXPERIENCES IN CAREER ORIENTATION Techniques and methods of presenting occupational information and processes typical of the world of work in career orientation classes. Summer.

5325 APPLICATIONS OF COMPUTERS IN EDUCATION Introduction to the role of the computer in the classroom through a comparison of existing computer hardware and software. Fall, Spring, Summer.

5375 STRATEGIES FOR COOPERATIVE EDUCATION AND APPRENTICESHIP PROGRAMS Principles and procedures for initiating and teaching cooperative vocational programs including the development of cooperative education and relationships with business, industry, and public institutions. On demand.

5395 INTRODUCTION TO ADULT EDUCATION Principles of adult education. An overview of the educational needs of adults. On demand.

5396 METHODS AND TECHNIQUES OF ADULT EDUCATION Spefpsmc iethods ond tea7.7106 0 oCATIO4idemahd classro2556 TD (S

6315 CURRENT PRACTICES IN WORKFORCE EDUCATION

Survey of workforce practices. Summer.

6320 IMPROVEMENT OF INSTRUCTION IN COMPUTERIZED ACCOUNTING AND BASIC BUSINESS SUBJECTS

Recent methods, materials, techniques, and equipment for the teaching of accounting and basic business. On demand.

6321 FOUNDATION OF BUSINESS EDUCATION Principles and philosophy of business; contributions to general education, objectives, federally aided programs, curriculum construction and planning, guidance and preparation of business teachers, leadership, and literature in business. On demand.

6322 RESEARCH STUDIES Selected problems studied from current sources; oral reports, informal discussions, and a typewritten, documented paper required for each problem studied. On demand.

6323 SEMINAR Current trends and issues in educational thought and their implications with opportunities for independent research. Spring.

6325 METHODS AND MATERIALS IN VOCATIONAL BUSINESS AND MARKETING EDUCATION

Analysis of the concepts, subject matter content, principles, instructional materials, class activities, and methods of evaluation in vocational business and marketing education classes. On demand.

6326 CURRICULUM AND SUPERVISION IN VOCATIONAL BUSINESS AND MARKETING EDUCATION

Analysis of the fundamental elements in vocational business and distributive education. Principles and procedures of curriculum planning as well as the course of study and resource units. Emphasis on preparing individuals for office and marketing occupations and providing for

development of economic understanding and financial security. On demand.

6328 DESIGN OF INSTRUCTIONAL SOFTWARE FOR BUSINESS AND MARKETING EDUCATION Programming from interactive statements to sequential and random data files and design and development of instructional software. Prerequisite: BMED 4325/5325 or equivalent. On demand.

6330 DIRECTED FIELD EXPERIENCES Supervised field experience in an approved educational facility. May be repeated for a total of six credit hours.

6335 COMPUTER APPLICATION SOFTWARE Introduction to applications software, emphasizing word processing, database management, spreadsheets, and integrated software. Hardware specifications and configurations, as well as the retrieval of information from external sources will be investigated. On demand.

6340 ADVANCED INSTRUCTIONAL TECHNIQUES FOR TRAINERS Selection or design of instructional training strategies based upon adult learning theories. On demand.

6350 CONCEPTS AND PRACTICES OF TRAINING AND DEVELOPMENT Development of a training program including an occupational analysis, task analysis, and evaluation; and the identification of necessary technologies and facilities. On demand.

6352 PROGRAMMING IN VOCATIONAL EDUCATION FOR THE SPECIAL NEEDS LEARNER Development and implementation of workforce programs appropriate for learners with special needs. On demand.

6355 PREPARING COMPUTER-BASED INSTRUCTIONAL

SOFTWARE Integrations and application of instructional design and development concepts as applied to the production of instructional software for education, business, and medicine. Prerequisite: MATH/BMED 4325/5325. On demand.

6358 MANAGING COMPUTER TECHNOLOGY IN EDUCATIONAL SETTINGS Development of management techniques for computer technology in educational settings. On demand.

6359 IMPROVEMENT OF INSTRUCTION IN VOCATIONAL EDUCATION FOR THE SPECIAL NEEDS LEARNER A study of methods and materials resulting in the formulation of individualized modules for the student with special needs in the vocational lab and classroom. On demand.

6371 ORGANIZATION AND ADMINISTRATION OF ADULT EDUCATION Survey of administrative practices in adult education. On demand.

6131, 6231, 6331 SPECIAL PROJECTS IN BUSINESS EDUCATION Review of current developments in the teaching of Business Education. On demand.

6102, 6202, 6302 SPECIAL PROBLEMS IN MARKETING EDUCATION Review of current developments in the teaching of Marketing Education. On demand.

Return to [top of page](#).

Chemistry |

**UCA Graduate
Bulletin, 1999-2001**

analysis, stressing instrumentation. Two lectures and six hours of

Childhood Education

**UCA Graduate
Bulletin, 1999-2001**

Objectives

The major purpose of the program is to prepare instructional personnel to implement educational programs for young children in the public schools. Offered through the Department of Curriculum and Instruction, programs are provided at the masters level in early childhood education, elementary education, and reading.

Master of Science in Education

Childhood Education Guidelines for M.S.E. in Early Childhood, Elementary, and Reading:

1. No more than six (6) hours may be transferred from another institution of higher education. The six (6) hours will be electives and will not be considered as a substitution of core requirements. (ECE/Elementary)
2. No more than three (3) hours may be transferred from another institution of higher education. These three (3) hours will be an elective and will not be considered as a substitution of core requirements. (Reading)
3. The last twelve (12) hours of the degree program must be taken on campus. (ECE/Elementary/Reading)

4. Program(s) of study must be filed prior to enrollment in the twelfth (12th) hour. (ECE/Elementary/Reading)
5. GRE must be taken prior to the enrollment in the twelfth (12th) hour. (ECE/Elementary/Reading)
6. Application for participation in the Comprehensive Examination can only be filed after the completion of the twenty-fourth (24th) hour.
7. Participation in the Comprehensive Examination can only take place during the final semester of study.
(ECE/Elementary/Reading/Gifted)
8. Students who fail the Childhood Education Comprehensive Examination on the initial attempt may, after one semester has lapsed, apply for re-examination. This second attempt shall be the final opportunity to participate in the Childhood Education Comprehensive Examination. Should the student fail the second attempt, the degree will not be awarded.
9. Students who fail to apply after two years have lapsed since initial unsuccessful attempt on the Childhood Education Comprehensive Examination shall be denied application and the degree will not be awarded.
10. Changes in a Program of Study must be filed the semester preceding the alternate course selection.
11. Research Methods must be taken before the fifteenth (15th) hour.
12. No EDUC workshops will be counted toward graduate degree credit.

Program of Study for Early Childhood Graduate Students

Core requirement (18 hours): CHED 6373, 6374, 6384, 6386;ADSE 6380; and CHED 6346.

Electives in the following fields (12 hours): CHED 6314, 6330, 6341, 6342, 6351, 6353, 6355, 6357, 6358, 6359, 6372, 6379, 6389; SPED

summer.

5330 SUPERVISION OF STUDENT TEACHING Strategies, policies, and practices involved in the successful supervision of student teaching.

6301 APPLICATION OF RESEARCH IN ELEMENTARY EDUCATION Application of recent research into the elementary classroom. Fall, spring, summer.

6310 EARLY LITERACY-ASSESSMENT The purpose of this course is to develop a thorough understanding of theory/research of literacy assessment. Based on this foundations, students will develop an understanding of the relationship between assessment and reflective thinking. Through a balanced literacy framework, students will learn to make teaching decisions that lead to increased instructional opportunities for children. Annually.

elementary school curricula.

6341 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

Objectives of language arts program in the elementary school. Examines alternatives in the teaching of reading and language development in the elementary school. Spring, summer.

6342 RESEARCH AND LITERATURE IN READING

The investigation of the teaching and learning process of reading and related language arts. Spring, summer.

6343 CLINICAL PRACTICUM IN READING I

Diagnosis and treatment of reading disability cases under supervision. Prerequisite: CHED 6314 and consent of instructor. Summer.

6344 CLINICAL PRACTICUM IN READING II

Extension and further development of skills learned in Practicum I. Prerequisite: CHED 6343 and consent of instructor. Summer.

6345 ORGANIZATION AND SUPERVISION OF THE READING

PROGRAM Planning, organizing, and supervising reading programs in school systems. Fall, summer.

6346 CHILDREN'S READING AND BOOK SELECTION

Techniques of using children's literature in an instructional program, in the overall reading activity program, and in bibliotherapy.

Prerequisite: A course in language arts or consent of instructor. Summer.

6353 INTRODUCTION TO GIFTED EDUCATION

This course will explore the characteristics of the gifted, talented, and creative child in public schools. Fall, summer.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG

CHILDREN This course will examine the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials utilized with young children with special needs in a variety of settings. On demand.

6355 CURRICULUM FOR GIFTED PROGRAMS The rationale and design of curricula specifically for gifted students in educational programs. Prerequisite: PSYC 6345 or CHED 6353. Spring, summer.

6357 CREATIVITY FOR THE GIFTED AND TALENTED Exploration of the characteristics of the creatively gifted student and provision for analysis of the theoretical models and their applications. Prerequisite: CHED 6353; PSYC 6345; ADSE 6380. Spring, summer.

6358 STRATEGIES FOR THE GIFTED AND TALENTED This course examines the differentiated teaching strategies necessary to effectively provide appropriate experiences, materials, and environments conducive to optimum learning/development of the gifted and talented. Prerequisite: CHED 6355. Spring.

6359 SEMINAR IN CONTEMPORARY ISSUES IN GIFTED EDUCATION The review and evaluation of current issues, trends, and research in gifted education. Prerequisite: CHED 6353. Summer.

6372 INDEPENDENT READING AND RESEARCH

6373 HISTORICAL & THEORETICAL APPROACH TO EARLY CHILDHOOD EDUCATION Analysis of various approaches to early childhood education. Spring, summer.

6374 CURRICULUM RATIONALE FOR EARLY CHILDHOOD EDUCATION Analysis of different curricula in early childhood programs. Prerequisite: CHED 6373. Fall, summer.

6379 READING IN THE CONTENT AREAS This course will present a description and philosophy of content area reading. The focus will be on the demands placed on students as they learn to read from subject matter textbooks and other material different from the narrative format encountered in the early grades. Fall.

6382 PROBLEMS IN EARLY CHILDHOOD EDUCATION On demand.

6384 PRINCIPLES OF LEARNING APPLIED TO EARLY CHILDHOOD EDUCATION PROGRAMS Learning principles such as expectations, modeling, reinforcement, involvement, and support and a study of their application in early childhood programs. Summer, Fall.

6386 PRINCIPLES OF CHILD DEVELOPMENT APPLIED TO EARLY CHILDHOOD EDUCATION PROGRAMS A psychological analysis of educational programs for young children, including Piaget, Skinner, Montessori, responsive environments, contingency management, social dramatic play, and didactic teaching. Spring, Summer.

6387 PRACTICUM I: EDUCATIONAL PRACTICES IN EARLY CHILDHOOD EDUCATION Opportunity to implement educational practices for young children in individual, small, and classic group situations. Prerequisite: CHED 6373, 6374, 6384, and 6386. Summer.

6388 SEMINAR: EARLY CHILDHOOD EDUCATION Development of early childhood curricula on basis of principles of learning,

principles of child development, and materials and techniques.
Spring, Summer.

6389 EDUCATIONAL PRACTICES IN GIFTED EDUCATION

Educational practices in gifted programs. Prerequisite: CHED 6355.
Summer.

6391 ADVANCED PRACTICUM IN GIFTED EDUCATION

Experience in the gifted classroom to include identification and program/curriculum planning, implementation, and evaluation.
Prerequisite: CHED 6355. Summer.

6601 LABORATORY EXPERIENCES IN ELEMENTARY

EDUCATION Supervised clinical experiences in elementary education. Prerequisite: completion of all course work leading to certification in elementary education. On demand.

[UCA Home](#) | [Graduate School](#) | [2001-2003 Home](#) |

to the master's degree, nine hours of approved graduate work. Additionally, candidates should be aware of licensure requirements including the experience requirements established by the State Board of Education:

The Arkansas State Board of Education requires a minimum of four years experience as a teacher or

Students who do not meet all of the graduate school and program criteria for regular admission may be recommended for conditional admission. Generally, students who are admitted conditionally must complete the first 12 semester hours of graduate study in the following courses: EDLP 6387 Theories of Educational Leadership, ADSE 6380 Research Methods, and two additional required courses offered by the department. Students must earn at least a 3.00 grade point average during those 12 semester hours of credit. For each conditionally admitted student, the department will stipulate in writing the conditions that must be met in order for the student to be considered for reclassification to regular admission status.

Residence Credit

Students must complete a minimum of 30 semester hours at UCA.

Transfer Credit

No more than six semester hours of graduate credit of grade "B" or above may be transferred from another institution and applied to the degree requirements. To be considered for transfer, the semester hours must have been awarded by a state-accredited institution and must complement the student's approved program of study. Acceptance of transfer credit does not reduce the minimum residence of 30 hours.

Admission to Candidacy

Students must apply for admission to candidacy when no fewer than nine and more than eighteen semester hours have been successfully completed.

Degree Requirements

The student must successfully complete, with at least a 3.00 grade

point average and no more than six semester hours of "C" grades, thirty-six semester hours of graduate credit as outlined below:

1. ADSE Leadership Core

ADSE 6380, EDLP 6323 and 6387, and a three hour course in technology. ADSE 6380 Research Methods must be taken prior to completion of twelve semester hours.

2. Administrator Leadership Options

- A. In addition to the MSE Leadership Core, complete the following courses: EDLP 6300, 6325, 6365, and 6381. (EDLP 6365 requires 18 semester hours of credit in administration and supervision before enrollment).
- B. Specialty courses:

Elementary Leadership: EDLP 6361 and CHED 6331

OR

Secondary Leadership: ADSE 6330 and EDLP 6362

- C. Elective courses--six semester hours of approved course work
- D. Pass a written comprehensive examination which cannot be taken before the last semester of course work. Students who do not successfully complete the examination may retake it once within the next year and must pass the examination in order to continue in the program.

3. Curriculum and Instruction Option

In addition to completing the MSE Leadership core, the candidate must:

- A. Take the following courses: ADSE 6301, 6302, 6321, 6330, 6385 and nine hours of approved electives.
- B. Hold or be eligible to hold a valid teacher's license.
- C. Satisfactorily complete one of the Teacher Leadership program's capstone experiences: comprehensive examination, appropriate leadership project including a written and oral presentation such as an applied research study or curriculum development program, or a portfolio presentation including an oral defense.

Educational Specialist Program (Ed.S.)

The Educational Specialist degree in Educational Leadership is designed to prepare individuals for positions as elementary or secondary principals, supervisors, curriculum specialists, or superintendents of schools.

In addition to meeting the general requirements of the Graduate School, the applicant must:

1. Present a transcript of having earned a master's degree from a state-accredited institution with a minimum cumulative grade point average of 3.000 on a scale of 4.000 on all previous graduate work with no more than six hours of "C" grades;
2. Provide a combined minimum score of 800 on the Verbal and Quantitative sections of the Graduate Record Examination (GRE);
3. Provide a copy of a teaching certificate;
4. Present letters from appropriate officials that verify the applicant has had at least four years of full-time teaching experience or administrative or equivalent professional experience at the level appropriate to the program for which the student is requesting

admission;

5. Have completed the courses listed below or their equivalents:

Theories of Educational Leadership

Fundamentals of Public School Administration

School Law

Elementary School Curriculum or Secondary School

Curriculum

Elementary School Organization and Administration

or Secondary School Organization and Administration

Research Methods

Supervision of Instruction

6. Provide a written statement of 200-300 words describing the applicants' long-term goals; and

7. Provide completed recommendations by three professionals who are familiar with the applicant's professional and academic performance.

Students who do not meet all of the criteria for regular admission may be recommended for conditional admission. Generally, students who do not meet the minimum grade point average or minimum GRE score criteria must complete the first 12 semester hours of the specialist's program in courses offered by the department and must earn a 3.00 grade point average during those 12 hours credit.

For each conditionally admitted student, a recommendation will be made in writing stipulating the conditions (courses or deadlines) that must be met in order for the student to be considered for reclassification to regular admission status.

Admission to Candidacy

Students must apply for admission to candidacy when no fewer than nine and no more than eighteen semester hours in the degree program have been successfully completed.

Residence Credit

Students must complete a minimum of 30 semester hours at the University of Central Arkansas.

Transfer Credit

No more than six semester hours credit of grade "B" or above earned at another institution may be applied to the degree requirements. To be considered for transfer, the semester hours must have been awarded by a state-accredited institution, must have been earned after completion of the master's degree, and must complement the student's approved program of study. Acceptance of transfer credit does not reduce the minimum residence of 30 hours.

Degree Requirements

Thirty-six semester hours of graduate credit as outlined below, with a least a 3.000 GPA and no more than six semester hours of "C" grades.

1. Required courses: 27 semester hours: ADSE 6335, 6382, and EDLP 6324, 6326, 6363, 6391 or EDLP 7300, 7310, 7315, 7330
2. Elective courses: 6 semester hours of professional education coursework and 3 hours of technology coursework.
3. Successfully complete a directed specialist's project; and
4. Successfully pass an oral comprehensive examination in which the student articulates knowledge of current theory, research, and practice in the field of educational leadership and

SCHOOL MATHEMATICS Methods and techniques of instruction in mathematics. On demand.

6320 PHILOSOPHIES OF EDUCATION Various systems of educational theory and practice with emphasis on the application of these theories. On demand.

6321 FOUNDATIONS OF EDUCATION A study of societal forces and influences as they affect the educational system and its content. Summer, on demand.

6330 SECONDARY SCHOOL CURRICULUM Principles and techniques in selecting and organizing curricular materials. Fall, spring, summer.

6332 DIRECTED STUDY IN CURRICULUM AND INSTRUCTION A directed independent study to teach skills in (1) data gathering and investigation (2) organization of and analyzing information and (3) writing in the area of curriculum and supervision. Prerequisite: Permission of department chair required. Fall, spring, summer.

6335 CURRICULUM DECISION MAKING Identification and design of components for data retrieval, curriculum decision-making, and curriculum regeneration in a school district. Fall, summer.

6375 ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS Special problems in the administration of the early childhood program and its relationship to other school programs. On demand.

6380 RESEARCH METHODS Application of scientific method to educational research including nature of research problems in education, theory of research, experimental design, techniques in data gathering, and the interpretation of results. Research reporting

and bibliographical techniques. Fall, spring, summer.

6382 EDUCATIONAL STATISTICS This course addresses basic statistical concepts and emphasis on the use of selected techniques in data analysis. Prerequisite: ADSE 6380 or permission of the instructor. Fall, spring, summer.

6385 CURRICULUM DEVELOPMENT Process of curriculum development from the perspective of the classroom teacher.

6400 SECONDARY SCHOOL BIOLOGY MATERIALS AND METHODS Methodology, materials, and equipment related to instruction in secondary school biology. On demand.

7320 INTERNSHIP IN CURRICULUM AND INSTRUCTION A field-based experience to bridge the gap between theory and application to actual school situations. Prerequisite: Advanced approval of advisor required. Fall, spring, summer.

EDLP COURSES

6300 FUNDAMENTALS OF PUBLIC SCHOOL ADMINISTRATION General administrative problems of the public schools. Fall, spring, summer.

6323 SCHOOL LAW Constitutional, statutory, and case law related to education. Fall, spring, summer.

6324 SCHOOL PLANT PLANNING AND MANAGEMENT A study of the school plant planning process and organization and administrative procedures for plant management. Spring, summer, on demand.

6325 SCHOOL-COMMUNITY RELATIONS Identification, study and analysis of concepts and procedures to develop better

communication cooperative partnerships between the school and the community. Fall, spring, summer.

6326 BOARD-SUPERINTENDENT RELATIONS A study of the functions, responsibilities and interaction of school boards and the superintendency. Prerequisite: Master's Degree in Educational Leadership or its equivalent. Spring, summer.

6327 RURAL SCHOOL LEADERSHIP Identification and analysis of principles and concepts of school leadership in administration and instructional improvement to rural settings. Spring, summer.

6361 ELEMENTARY SCHOOL ORGANIZATION AND ADMINISTRATION Philosophical and practical considerations in the operation of an elementary school. Fall, summer.

6362 SECONDARY SCHOOL ORGANIZATION AND ADMINISTRATION Study of current theories and practices in the operation of a secondary school. Fall, spring, summer.

6363 SCHOOL PERSONNEL ADMINISTRATION A conceptual framework for personnel management. Spring, summer.

S6664 SEMINAR IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION Explorations and analysis of current problems in elementary administration and supervision. On demand.

6365 INTERNSHIP IN SCHOOL ADMINISTRATION AND SUPERVISION. Supervised on-the-job activities involved in the administration of an elementary or secondary school. Fall, spring.

6368 FIELD PROBLEMS IN SCHOOL ADMINISTRATION AND SUPERVISION The identification, study, and analysis of local problems in elementary or secondary school administration and

English

**UCA Graduate
Bulletin, 1999-2001**

Objectives

2. Satisfactorily complete 24 hours of English, pass a comprehensive examination based upon the department's Master's Reading List, prepare a thesis for which six hours of credit are earned, and pass an oral examination over the subject matter of the thesis.

In both plans, at least 15 of the student's 30 hours must consist of 6000-level courses. All students pursuing the M.A. are required to pass ENGL 6300 (Development of the English Language) and ENGL 6393 (Research Methods in English). The department strongly recommends that ENGL 6393 be taken at the earliest opportunity.

Upon acceptance into the graduate program, each student will be advised by a member of the department's Graduate Faculty and will procure a Master's Reading List from the departmental secretary. At or near the end of the candidate's program, the Coordinator of Graduate Study and members of the graduate faculty will give the student a comprehensive, written examination. If the candidate's performance is unsatisfactory, the student may be re-examined at any time after three months have elapsed.

Should the student elect the thesis option, he or she will select a major professor to direct the thesis. When it is submitted, an oral examination will be given by a committee composed of the major professor, at least two members of the graduate faculty (to be appointed by the departmental chairperson), and a member of the graduate faculty from outside the Department of English.

Graduate Courses in English (ENGL)

5301 THE RENAISSANCE Major non-dramatic writers of Tudor and early Stuart England. On demand.

5305 MEDIEVAL ENGLISH LITERATURE An overview of medieval

English literature (exclusive of Chaucer). Anglo-Saxon and some Middle English texts will be taught in translation, but Middle English will be retained whenever possible. On demand.

5311 THE NEO-CLASSICAL PERIOD Major writers from the Restoration to the end of the Eighteenth Century. On demand.

5312 AMERICAN PROVINCIAL LITERATURE American literature from its beginnings to 1830. On demand.

5313 AMERICAN ROMANTICISM AND REALISM The major works in American Romanticism, 1830-1900. On demand.

5320 THE ROMANTIC PERIOD English Romanticism from its Eighteenth-Century precursors through major Romantic writers of prose and poetry. On demand.

5321 THE VICTORIAN PERIOD Poetry and prose of major English writers of the latter part of the Nineteenth Century. On demand.

5330 SHAKESPEARE I A critical survey of representative Shakespearean comedies, tragedies, history plays, and the sonnets. On demand.

5331 SHAKESPEARE II Similar to Shakespeare I, using other plays in each of the several genres, and the narrative poems. On demand.

5340 CHAUCER Chaucer's major works viewed against the background of medieval life and thought. On demand.

5341 MILTON Milton's major poems and selected prose viewed against the background of Seventeenth-Century life and thought. On demand.

5342 THE SEVENTEENTH CENTURY Non-dramatic writings from

1603 to 1660, exclusive of Milton. On demand.

5343 TUDOR-STUART DRAMA Representative plays of the late Sixteenth and early Seventeenth Centuries, exclusive of Shakespeare. On demand.

5344 ENGLISH DRAMA: 1660-PRESENT English drama from the reopening of the theaters in 1660 to the present. On demand.

5352 AMERICAN MODERNISM, 1900-1945 American literature from 1900 to 1945. On demand.

5353 AMERICAN POSTMODERNISM, 1946-PRESENT American literature from the end of World War II to the present. On demand.

5361 LITERATURE FOR ADOLESCENTS Literature for adolescent readers and exploration of motivational approaches to teaching literature in secondary schools. Annually.

5372 18TH-CENTURY ENGLISH NOVEL Major English novels of the Eighteenth Century. On demand.

5373 19TH-CENTURY ENGLISH NOVEL Major English novels of the Nineteenth Century. On demand.

5374 20TH-CENTURY ENGLISH NOVEL Major English novels of the Twentieth Century. On demand.

5375 20TH-CENTURY ENGLISH POETRY Major poetry by English authors of the Twentieth Century. On demand.

5380 AFRICAN AND AFRICAN-AMERICAN LITERATURE Survey of African and African-American Literature from the Eighteenth Century to the present. Annually.

6300 DEVELOPMENT OF THE ENGLISH LANGUAGE Evolution of modern English vocabulary and grammar from early forms as exemplified in selected literary masterpieces in Old and Middle English. Prerequisite: one of the following: ENGL 3312 or ENGL 4340 or the second year of a foreign language. Annually.

6301 SEMINAR IN ENGLISH MEDIEVALISM Concentrated study of a special topic in English medieval literature. On demand.

6302 SEMINAR IN THE RENAISSANCE Concentrated study of a special topic in English Renaissance literature. On demand.

Hemingway and Faulkner. On demand.

6370 EXPATRIATES AND NATIVES Study of selected works of American authors from 1914 to 1940. On demand.

6391 THESIS RESEARCH

6392 THESIS RESEARCH

6393 RESEARCH METHODS IN ENGLISH Familiarization with the tools and methods of literary research and criticism at the graduate level and with common types of scholarly writing. Annually.

6394 GRADUATE INDEPENDENT STUDY Aspects of language and literature which an individual graduate student desires to study but which are not intensely covered in any existing course. The student taking this course must arrange for a graduate professor to direct the study and must procure the permission of the department chairperson. May be taken only one time.

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

1. Baccalaureate Degree
2. Statement of certification regarding completion of American Dietetic Association approved Didactic Program in Dietetics (DPD program).
3. Official transcript(s) of course work from all colleges and universities attended.
4. Minimum of 3.0 GPA (on a 4.0 scale).
5. Work experience in nutrition related area.
6. Completed dietetic internship application including letter of application and three references postmarked by February 1.

Master of Science Degree

3. Specialization Track (12 hours). Student will select one of the specialization tracks listed below.
4. Elective (3 hours). Elective in an allied area approved by major advisor.

Non-Thesis Option (36 hours)

1. Core Requirements (9 hours) - same as for thesis option.
2. Specialization Track (15-18 hours). Student will select one of the specialization tracks listed below.
3. Elective (9-12 hours). Electives in an allied area approved by major advisor.

Specialization Tracks

1. (3.)TTj d betwoelow.

candidate is recommended to the Dean of the Graduate School for graduation, the candidate will meet with his/her Thesis Committee for an oral examination, which will consist principally of a defense of the thesis. A majority of the student's committee must approve the thesis and its defense. If approval is denied, the candidate will not be recommended for graduation. In this event, the student may be re-examined at a later period, no sooner than two months after initial examination.

M.S. Non-Thesis Option

The student will be required to pass a written comprehensive examination or a graduate portfolio. The examination will be administered each spring semester and during the first summer session each year. To be eligible to take the examination the student must be within six (6) hours, or less, of reaching degree requirements upon completion of semester in which the comprehensive examination is scheduled.

Graduate Courses in Family and Consumer Sciences (FACS)

5310 OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION Occupational specific vocational programs. Field experience in home and community service occupations. On demand.

5315 NUTRITION SERVICES PRACTICUM I Supervised practice in the procurement, production, and distribution of nutritional services in health care facilities. Prerequisite: Admission to Dietetic Internship program. Summer.

5316 NUTRITION SERVICES PRACTICUM II Supervised practice in personnel and financial management of nutritional services in health care facilities. Prerequisite: Admission to Dietetic Internship program.

Summer.

5317 COMMUNITY NUTRITION PRACTICUM Supervised practice

government agencies. Spring.

6303 HISTORY OF FASHION Chronological study of fashion from ancient times to the twentieth century with emphasis on modern Western culture. On demand.

6305 PROBLEMS IN CONSUMER TEXTILES Recent developments in textiles in relation to use and performance, agencies aiding consumers, and standards in the textiles field. On demand.

6306 CLOTHING TRENDS Methods of clothing construction; selection and alteration of clothes. On demand.

6307 CURRENT FINDINGS IN FOOD Current research on food preparation, packaging, selection, storage, and preservation. Prerequisite: FACS 2310 or consent of instructor. On demand.

6308 TRENDS IN NUTRITION Recent developments in nutrition with emphasis on interpretation of the findings and application in family food. Prerequisite: FACS 3370 or consent of instructor. On demand.

6309 CONSUMER ECONOMICS The family's problems in buying goods and services; government action relating to consumers; factors affecting prices of consumer goods. On demand.

6310 ADVANCED RESOURCE MANAGEMENT Theories of resource management, including decision making, organization, time management, resources, and values. Prerequisite: FACS 3311 or consent of instructor. On demand.

6311 READINGS IN FAMILY RELATIONS Current literature in marriage and the family. On demand.

6312 READINGS IN CHILD DEVELOPMENT Survey and evaluation

CHILDREN Analysis of the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials utilized with young children with special needs in a variety of settings. Prerequisite: FACS 6330 or permission of the instructor. Summer.

Return to

Foreign Languages



**UCA Graduate
Bulletin, 1999-2001**

Objectives

The graduate program in Spanish leads to the degree of Master of Science in Education. It is designed to provide advanced

Philosophies of Education; Reading in the Content Area for Secondary Teachers; School Law; Teaching in the Middle School; The Middle School: Psychology, Philosophy, and Organization

- b. Completion of a minimum of twenty-four (24) semester hours in Spanish, nine hours of which must be at the 6000 level.
3. A passing grade on a comprehensive examination in Spanish.

Graduate Courses in Foreign Languages (FLAN)

5315 METHODS OF TEACHING FOREIGN LANGUAGE Modern methods of instruction in foreign language and culture. Materials, planning and classroom techniques are emphasized. Permission of department. On demand.

5325 SECOND LANGUAGE ACQUISITION A study of the most common theories and best-known research on second language acquisition (SLA), similarities and differences of first and second language acquisition, and the relevance of SLA to classroom teaching of second language. Once per year.

Graduate Courses in Spanish

5300 INDEPENDENT STUDY IN SPANISH On demand.

5330 SECOND LANGUAGE ASSESSMENT A study of second language assessment techniques and procedures. Construction and critique of instruments for assessing proficiencies in listening, speaking, reading, and writing. Once a year.

5350 ADVANCED GRAMMAR AND PHONETICS In-depth examination of the elements of Spanish grammar along with a study of the phonetic principles of the language. On demand.

5395 ADVANCED SPANISH LITERATURE: THEME COURSE

Special studies in various genres, literary movements, or authors. May be repeated for credit under different topics. Prerequisite: one upper-division literature course or permission of department. On demand.

5396 HISPANIC STUDIES: THEME COURSE Special studies relating modern analytical essays and writing to sociological, political, cultural and philosophical aspects and/or trends in the 20th or 21st century. Prerequisite: one upper-division literature course or permission of department. On demand.

Health Sciences

**UCA Graduate
Bulletin, 1999-2001**

Browse the document or jump to a program listing:

[Health Education](#)

[Health Systems](#)

Health Education

Objectives

The graduate program in health education leads to the Master of Science degree. The program is designed to prepare students as health educators in community health settings, colleges and universities, public schools and health care facilities.

Master of Science

Program Admission Requirements

Admission to graduate study for the Master of Science degree in Health Education requires that the student have a bachelor's degree in health education, or a baccalaureate degree in an allied area with a minimum of eight hours of biological sciences beyond the required

general education requirements. Courses in Human Anatomy and Physiology and Microbiology are preferred. Additionally, students must submit scores from the GRE to the graduate office and fulfill all general requirements for graduate admission as required by the Graduate School.

Petition for Candidacy

Students must be formally accepted as a candidate before the eighteenth hour of graduate work. Criteria for applying for candidacy in the department include (a) submission of a philosophy paper and resume following specified guidelines; (b) completion of nine hours of course work with a 3.00 grade point average or above; and (c) satisfy all conditions for admission to the department.

II. Non-thesis Option (36 hours)

- A. Core Requirements (15 hours, same as for thesis option)
- B. Elective (21 hours) selected with approval of graduate advisor with a minimum of six (6) hours, not to exceed twelve (12) hours in selected allied areas. Nine to fifteen (15) hours of electives within the department are to be chosen with approval of the graduate advisor from the track selected by the student. Students not holding a baccalaureate degree in Health Education will be required to take a minimum of twelve (12) hours of electives within the Department of Health Sciences. The two tracks from which courses may be selected are the School Health Education track and the Community Health Education track. *Courses within each track are listed below:*

School Health Education Track: H ED 5312, 6310, 6311, 6350, 6353; one of the Techniques courses (H ED 5350 or 5351 or 5352); and H ED 6371

Community Health Education Track: H ED 5301, 5302, 5303, 5312, 6310, 6350, 6353, 6360, 6361, 6371

All students must successfully complete comprehensive examinations. The comprehensive examinations will be administered during the fall and spring semesters of the regular school year. It will be the responsibility of the student to advise the graduate coordinator of the intent to take the examinations. The student is eligible to take the comprehensive examinations if the student is within six hours of the completion of the program.

Graduate Courses in Health Education (H ED)

5301 HEALTH EDUCATION IN THE MEDICAL CARE SETTING

Principles of planning and theories of patient education.

Prerequisites: H ED 3300 and 3301. Spring, odd years.

5302 HEALTH EDUCATION IN THE WORKSITE Methods of health promotion which are uniquely suited to the worksite setting.

Emphasis on program organization, implementation, and methodology. Spring.

5303 ENVIRONMENTAL HEALTH PROBLEMS An in-depth study of environmental issues and their influence on human health. Fall.

5312 DRUG EDUCATION Educational approaches to the problems of use and abuse of drugs. Emphasis on sociological, psychological and legal aspects of drug abuse. Fall, spring, summer.

5331 PROGRAM PLANNING AND EVALUATION Conducting educational diagnosis of existing programs and the development of skills to plan and evaluate new programs in the community, clinical, and hospital settings. Special emphasis on needed skills of the community health educator. Fall, spring.

5343 HEALTH STRATEGIES FOR MULTICULTURAL POPULATIONS A study of the health concerns of various ethnic groups, integration of Western health programs in traditional cultural environments, and research skills relevant to health related issues in multicultural populations. Spring.

5350 HEALTH EDUCATION TECHNIQUES IN THE ELEMENTARY SCHOOLS Preparation of the elementary teacher with skills and techniques for teaching health education in the elementary school. On demand in summer.

5351 HEALTH EDUCATION TECHNIQUES IN THE MIDDLE SCHOOLS Preparation of the middle school teacher with skills and

techniques for teaching health education in the middle school. On demand in summer.

5352 HEALTH EDUCATION TECHNIQUES IN THE JUNIOR HIGH SCHOOLS Preparation of the junior or senior high school teacher with skills and techniques for teaching health education in the junior or senior high school. On demand in summer.

5370 ADMINISTRATION OF HEALTH PROGRAMS Fundamental concepts of administration, management, and leadership in a variety of health education, health promotion, and wellness programs. Fall and spring.

6310 HEALTH EDUCATION CURRICULUM The curriculum content and instructional methods in health education. On demand.

6311 HEALTH APPRAISAL OF SCHOOL CHILDREN The school health service program with emphasis on the teacher's role in identification of pupil health problems. Summer.

6320 FOUNDATIONS OF HEALTH EDUCATION Theories and principles of health education and their application to health education practice. Fall.

6350 CONTEMPORARY HEALTH PROBLEMS Health problems of man related to personal and community health. Spring, odd years.

6353 ISSUES AND RESEARCH IN SEXUALITY Critical investigation of the issues related to human sexuality with an emphasis on research. Students will plan, conduct, and report original research findings. Fall, even years.

6360 INTERNATIONAL HEALTH Comparison of the health models around the world. Special emphasis is given to the political

parameters of health including socialistic, capitalistic and communistic systems and their delivery processes. Fall, odd years.

6361 EPIDEMIOLOGY IN HEALTH EDUCATION The basic principles of epidemiology with emphasis on the causation and effects of disease on populations. Special emphasis on the fundamentals of epidemiologic study design and use of resulting data in the health sciences. Fall.

6371 DIRECTED INDEPENDENT STUDY Directed study and research in a selected area of health education. Prerequisite: MS majors in Health Education with a minimum of 15 graduate hours./8i ree

as the scientific basis of clinical practice. Includes general principles and a systems approach as a basis for the processes of examination, evaluation, development of diagnoses and prognoses, and intervention for neuromuscular, musculoskeletal, cardiopulmonary, and integumentary disorders, and screening for disease in other systems. Prerequisite: Permission of the instructor. Annually.

6300 NEUROMUSCULAR PHYSIOLOGY Physiological principles of the nervous and muscular systems with emphasis on interpretation of current research. Prerequisite: SHS 4403 or equivalent. Spring.

6311 PTHY DEVELOPMENTAL ANATOMY Developmental anatomy with special emphasis on the interrelationships inherent in developing systems, including molecular, morphogenic, genetic, and neural aspects of control mechanisms. Spring.

Health Systems

Objectives

The program is designed to prepare individuals to use state-of-the-art technologies to organize and manage information to facilitate effective planning and decision making in the health care industry.

Master of Science

Program Admission Requirements

For admission to graduate study for the Master of Science Degree in Health Systems students must meet the general requirements for graduate admission, as required by the Graduate School. Submission of GRE scores to the graduate office and completion of

the following prerequisites are also required.

STAT	2330	Business Statistics
INFO	1343	Information Processing
ECON	2320	Principles of Macroeconomics
ECON	2321	Principles of Microeconomics
ACCT	2310	Principles of Accounting I
ACCT	2311	Principles of Accounting II
ACCT	3321	Legal Environment of Business I
ACCT	3330	Management of Finance & Capital
MKTG	3350	Managing Customers & Markets
MGMT	3344	Production Management

Petition for Candidacy

Students must be formally accepted as a candidate before the eighteenth hour of graduate work. Criteria for applying for candidacy in the department include (a) a resume, following specified guidelines; (b) completing nine hours of coursework with a 3.00 grade point average or above; and (c) completing all conditions for admission to the department.

Additionally, the student must complete all coursework with at least a 3.00 grade point average and no more than six semester hours of "C" grades. Students receiving more than two (2) C's in graduate courses will be dismissed from the graduate program in Health Systems.

Degree Requirements

Courses for the Master of Science in Health Systems (36 Hours)

Primary Core Courses

Health Systems Core Requirements: HED 6379, KPED 6316, HSCI 6315, HSCI 6320

Specialty Core Courses

Health Systems Specialty Core Courses (12 Hours): ACCT 5352, HSCI 6325, MBA 6302, ECON 5360

Electives

Health Systems Electives (6 Hours): MBA 6301, MBA 6304, MBA 6305, MKTG 5360, ACCT 5304, HED 6361

Thesis/Internship Requirements

Each student must complete either Thesis I and II (six credits) or a six credit internship.

Comprehensive Examination

All students must pass comprehensive examinations. The comprehensive examinations will be administered during the fall and spring semesters. It is the responsibility of the student to advise the graduate coordinator of the intent to take the examinations. The student must be eligible to take the comprehensive examinations if the student is within six hours of the completion of the program.

Graduate courses for the Master of Science Degree in Health Systems

H ED 6379 FOUNDATIONS OF RESEARCH IN HEALTH/APPLIED

SCIENCES Acquisition and development of student knowledge, skills, and expertise in basic and applied research methodology and design. Spring.

KPED 6316 DATA ANALYSIS Coverage of data analysis techniques which have specific applications for health and the applied sciences. An applied, conceptual approach will be used to facilitate the practical use of those techniques utilizing SPSSPC+. Prerequisite: Research Methods or equivalent or consent of instructor. On demand.

HSCI 6315 ADMINISTRATION OF HEALTH SERVICES ORGANIZATIONS Overview of administration principles and challenges that may be applied to the changing health care delivery system. Fall.

HSCI 6320 INFORMATION SYSTEMS/MANAGEMENT SCIENCE IN HEALTH SERVICES ADMINISTRATION An overview of administration principles applicable to the changing health care delivery system. Fall.

ACCT 5352 THE LEGAL ENVIRONMENT OF HEALTH CARE ADMINISTRATION A survey of legal problems confronted by health care professionals. Course addresses recognizing and dealing with problems. On demand.

HSCI 6325 CLINICAL DOCUMENTATION/INFORMATION SYSTEMS IN SUPPORT OF PATIENT CARE Examination of clinical information systems, signal and pattern processing applications, decision support, simulation, internal and external data bases and education and training applications. Spring.

MBA 6302 ACCOUNTING FOR MANAGEMENT DECISIONS Emphasis on the uses of accounting data internally by

managers/entrepreneurs in directing the operations of business and non-business organizations. On demand.

ECON 5360 HEALTH CARE ECONOMICS Surveys and analysis of economic and financial aspects of U.S. health care system. Market and institutional characteristics of health care delivery, cost issues, and reform proposals. International comparisons and state innovations. Tools of financial analysis for health care. On demand.

MBA 6305 FINANCIAL DECISION MAKING Relevant tools utilized in financial decision making. Emphasis on cases, business games, current literature, and problems. On demand.

MBA 6301 DECISION MODELING IN INFORMATION SYSTEMS Explore the role of information systems in business in particular the application of quantitative, data analysis, and information management methods of business decision making. On demand.

MKTG 5360 HEALTH CARE MARKETING Application of basic theoretical and practical marketing knowledge to health care industry and exposure to contemporary health care marketing literature. Fall.

ACCT 5304 ACCOUNTING FOR DECISION MAKING IN NON-PROFIT ORGANIZATIONS Use and limitations of accounting information as an aid to decision-making in areas of public (as opposed to private) choice. Fall, spring.

MBA 6304 COMMUNICATION IN ORGANIZATION The applications of oral/written communication, theories through the development of the skills necessary to apply them to human interaction in today's technological business environment. On demand.

HED 6361 EPIDEMIOLOGY IN HEALTH EDUCATION The basic

principles of epidemiology with emphasis on the causation and effects of disease on populations. Special emphasis on the fundamentals of epidemiologic study design and use of resulting data in the health sciences. Fall.

HED 6380 THESIS I Proposal and approval of a thesis topic; a review of related literature and presentation and approval of a research design. Collection of pertinent data. On demand.

HED 6390 THESIS II Completion of data collection, writing of thesis, and defense of the thesis. On demand.

HSCI 6691 INTERNSHIP Directed field experience provided in health related agencies and a variety of medical care settings. Fall, spring, summer.

Return to [top of page](#).

Upon admission to graduate study, the student shall consult with the Departmental Graduate Advisor regarding a program of study. For other general regulations concerning the master's programs, the History Department's "Guide to Graduate Study" should be consulted as well as other appropriate sections of this bulletin.

With the removal of restrictions (if any) assigned at the time of admission and upon completion of nine hours but not more than eighteen of graduate work, a student must apply for admission to candidacy for the master's degree. The Departmental Graduate Advisor will serve as the student's advisor, identify faculty supervisors for students writing master's theses and, with the approval of the Department Chair, designate a faculty committee to give a comprehensive examination covering the candidate's graduate work in history. If the examination performance is unsatisfactory, the candidate may be re-examined.

Master of Arts

Degree Requirements

The student must fulfill one of the two following plans:

Plan 1

For predoctoral students. Satisfactory completion of thirty hours of history, including HIST 6300 (the graduate research seminar) and a thesis for which six hours of credit are earned. A reading knowledge of at least one foreign language is required.

5326 AMERICAN LIFE AND THOUGHT SINCE 1865 Political and social thought and cultural trends since 1865. Spring, odd years.

5327 THE AMERICAN WEST Influence of the frontier and of western expansion on the history of the United States. Spring.

5328 MODERN LATIN AMERICA An examination of critical issues that challenge the countries of contemporary Latin America, from race and the environment to debt, development and democracy.

5330 CIVIL WAR AND RECONSTRUCTION, 1850-1877

Examination of the sectional stress that split the Union in 1861 and led to the formation of the southern Confederacy, its defeat, and the reunification of the nation. Fall.

5332 A HISTORY OF THE CRUSADES The history of European interactions with Asia, northern Africa and eastern Europe, 1000-1300, centering on crusading.

5335 DIPLOMATIC HISTORY OF THE UNITED STATES Survey of the diplomatic history of the Revolutionary period, the early national era, the Civil War, America's rise to world power, two world wars, and the Cold War. Fall, even years.

5340 THE EMERGENCE OF MODERN AMERICA, 1877-1920

Topics examined include the conquest of the last western frontier, the rise of big business, progressivism, and the United States as a world power. Spring, odd years.

5345 THE SOUTH TO 1865 Survey of the old South, with an emphasis on southern nationalism, slavery, politics, and social and intellectual developments. Fall, odd years.

5346 THE SOUTH SINCE 1865 The path of the South back into the

Union, the problems faced by the region, and their legacy to the present. Spring, even years.

5347 CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE A study of the inter-relationships among the arts, science, religion and social change in Europe since 1648.

5350 AMERICA SINCE 1920 Examination of political, social, economic, and intellectual developments. Topics include the Twenties, the Depression, America in World War II, and the Cold War. Spring, even years.

5353 INTER-AMERICAN RELATIONS An historical review of political, economic and cultural relationships between the United States and Latin America, with special attention to the period from 1898 to the present. On demand.

5355 THE ROLE OF ARKANSAS IN THE NATION United States history as reflected in the history of Arkansas. Emphasis on the ways Arkansas reflects or departs from national trends. Fall, spring, summer.

5360 BIRTH OF EUROPE, 300-1000 European political, social, economic, religious, and intellectual development from the establishment of Christianity as an officially sanctioned religion to the dawn of the feudal age. Fall, even years.

5361 MEDIEVAL CIVILIZATION, 1000-1400 European political, social, economic, religious, and intellectual development during the High Middle Ages. Spring, odd years.

5370 EUROPE, 1815-1914 Europe's political and cultural development from the Vienna Congress to the eve of World War I. Spring, even years.

representative government, imperialism, ultranationalism, militarism, and the "economic miracle." Fall, odd years.

5385 FRENCH REVOLUTION AND NAPOLEON The causes of the revolution and its impact on France and Europe with emphasis on social, political, and economic changes through revolution and the reforms of Napoleon. On demand.

5386 THE WAR IN THE PACIFIC, 1931-1945 Critical evaluation of Japanese-American relations covering such topics as Asian nationalism, Western imperialism, and Japanese expansion. (This course may be counted as either United States or World History.) Fall.

5387 THE ISLAMIC MIDDLE EAST Islamic civilization and recent history of the Middle East. Emphasis on the development of Islam as a major religion and total lifestyle, and Islamic revisionism; Arab nationalism; revival of Islamic fundamentalism; and conflicting Arab-Israeli aspirations and claims. Spring.

5388 AFRICAN HISTORY Cultural changes and problems of modernization. Fall

5391 TOPICS IN HISTORY Special topics in history to be determined by the needs of students who enroll. On demand.

5393 THE RISE OF GERMANY, 1648-1918 A survey of German history from the Thirty Years War to World War I, with special attention devoted to the German character and culture and to Bismarck, the man responsible for creating the modern German Reich. On demand.

5394 GERMANY SINCE 1918 A survey of German history since World War I, including the Weimar Republic, Third Reich, World War

II, and the division and reunification of postwar Germany. On demand.

6300 HISTORIOGRAPHY AND METHODS Spring.

6301 THESIS RESEARCH On demand.

6302 THESIS RESEARCH On demand.

6303 SELECTED TOPICS FOR GRADUATE STUDENTS IN HISTORY Examination of a specified topic in American, European, African, Asian or Latin American history. (This course can be repeated for credit and may be counted as either United States or World History.) On demand.

6323 COLONIAL AND REVOLUTIONARY AMERICA, 1759-1815 Principal interpretive problems of the Revolutionary, Confederation, Federal, and Jeffersonian eras. On demand.

6324 NINETEENTH CENTURY AMERICA The changing nature of American life and era of Jefferson to the dawn of the American century. On demand.

6325 TWENTIETH CENTURY AMERICA The complexities and

6342 STUDIES IN EARLY MODERN EUROPE, 1450-1789 Europe from the Renaissance to the fall of the Ancient Regime with attention paid to political, social, and intellectual themes. On demand.

6345 STUDIES IN MODERN EUROPE Development of modern Europe with an emphasis on the world wars, failure of peace conferences, and the rise of the dictators. On demand.

6397 INDEPENDENT STUDY IN AMERICAN HISTORY On demand.

6399 STUDIES IN ASIAN HISTORY On demand.

Return to [top of page](#).

Copyright © 1999 _____

Kinesiology and Physical Education



UCA Graduate
Bulletin, 1999-2001

Objectives

The Department of Kinesiology and Physical Education offers the Master of Science with thesis/non-thesis option. The M.S. degree is designed to develop a high level of knowledge and competence in the many different professional programs associated with the discipline, pedagogy, fitness, sport leadership. The degree is a multi-purpose degree that can prepare an educator for teaching or for service in an area outside the field of education. This degree, particularly with the thesis option, can also serve as a prerequisite for work at the doctoral level.

Program Admission and Retention Requirements

Admission to graduate study and admission to candidacy for the Master of Science degree in Kinesiology and Physical Education will be the same as stated in the current Graduate Bulletin. Score report on the Graduate Record Examinations (GRE) General Section must be submitted prior to admission.

Retention in the program will be the same as stated in the current Graduate Bulletin, except it will feature a "maximum of three (3) C's or S's"

Kinesiology and Physical Education will not be allowed to have more than three (3) C's recorded for graduate work. The fourth "C" earned by the degree candidate will result in dismissal from the graduate program.

Master of Science

Degree Requirements

A. Thesis Option (30 hours)

In addition to the comprehensive examination (see section B), the thesis candidate must complete and submit a Master's Thesis in accordance with the graduate thesis requirements in the current Graduate Bulletin. After the thesis has been read and approved, and before the candidate is recommended to the Dean of the Graduate School for graduation, the candidate will meet with the Thesis Committee for an oral examination, which will consist principally of a defense of the thesis. A majority of the student's committee must approve the thesis and defense. If approval is denied, the candidate will not be recommended for graduation. In this event, the student may be re-examined at a later period, no sooner than three months after initial examination.

1. Core Requirements (12 hours): KPED 6310, 6315, 6316, 6333
2. Thesis Research (6 hours): KPED 6301, 6302 (The procedures for selecting and writing a thesis will be the same as prescribed in the current Graduate Bulletin).
3. Electives (12 hours): Selected with approval of graduate advisor to include not more than six (6) hours from an outside field.

B. Non-Thesis Option (36 hours)

The student will be required to pass a written and oral comprehensive examination. The examination will be administered during spring and

fall semester and the first summer session each year. To be eligible to take the examination the student must be within six (6) hours of completing the degree requirements. An oral examination will be scheduled no later than two (2) weeks following the written examination. It will be the responsibility of the student to advise the department's graduate coordinator of the intent to take the examination.

1. Core Requirements (15 hours): KPED 6300, 6310, 6315, 6316, 6333
2. Electives (21 hours): Selected with approval of graduate advisor not to exceed more than nine (9) hours from an outside field. Courses in Kinesiology and Physical Education that can be used as electives under either option are: KPED 5331, 5363, 5371, 6320, 6330, 6334, 6340, 6350, 6360, 6370

Graduate Courses in Kinesiology and Physical Education (KPED)

5363 EVALUATION AND ASSESSMENT IN ADAPTED PHYSICAL EDUCATION Development of evaluation and assessment skills, and exposure to specific questions in the field of adapted physical education. On demand.

6300 INDEPENDENT STUDY IN KINESIOLOGY AND PHYSICAL EDUCATION Independent study that requires the student to prepare and develop a selected topic. Presentation of research to graduate faculty is required. On demand.

6301 THESIS RESEARCH I Proposal and approval of a thesis topic; a review of related literature and, presentation and approval of a research design. Collection of pertinent data. On demand.

6302 THESIS RESEARCH II Completion of the data collection; writing of thesis; and the defense of the thesis. On demand.

6310 MOTOR LEARNING Cognitive and motor processes related to the learning and performance of motor skills; emphasis is given to the topics of learning, attention, memory, and practice conditions. On demand.

6315 RESEARCH METHODS IN KINESIOLOGY AND PHYSICAL EDUCATION Understanding the research process and developing the skills applicable to the conduct of scientific investigation in kinesiology and physical education. Fall, on demand.

6316 DATA ANALYSIS This course provides coverage of data analysis techniques which have specific applications for health and the applied sciences. An applied, conceptual approach will be used to facilitate the practical use of those techniques utilizing SPSSPC+. Prerequisite: Research Methods or equivalent or consent of instructor. On demand.

6320 ORGANIZATION AND DEVELOPMENT OF SCHOOL AND COMMUNITY AND RECREATION PROGRAMS Content, facilities, financial resources, motivation, methods, and evaluation of school and community recreation programs are covered. On demand.

6330 FOUNDATIONS OF KINESIOLOGY AND PHYSICAL EDUCATION An analysis of biological, philosophical, psychological, and sociological factors forming the body of knowledge which is kinesiology. Pertinent governmental and historical events are also examined. On demand.

6333 ADVANCED PHYSIOLOGY OF EXERCISE Examines the body as a machine through bioenergetics, cardiovascular response to activity, ventilatory control, neuromuscular factors, and force/power relationships in the musculature. Exercise will also be studied as it relates to disease and aging. Concepts of exercise testing and

prescription will be presented. Prerequisite: KPED 4300 or consent of instructor. Spring, on demand.

6334 CONTEMPORARY COACHING PROBLEMS Current problems in the coaching profession are discussed. Through group effort, outside readings, and visiting lecturers, identification of workable solutions are proposed. On demand.

6340 CURRICULUM CONSTRUCTION IN PHYSICAL EDUCATION AND RECREATION Focus is on curriculum theories and the development of specific models (i.e. developmental, humanistic, fitness, play education, movement education, kinesiological and purpose-process) for the elementary, secondary and college/university level. On demand.

6350 ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAMS Essentials for a successful movement program for children at the preschool and elementary school levels; philosophy, objectives, trends, teaching methods, and materials necessary for program development are covered. On demand.

6360 MEASUREMENT IN HEALTH, KINESIOLOGY AND PHYSICAL EDUCATION Advanced statistical and theoretical considerations of measurement and evaluation issues in health, kinesiology, and physical education. On demand.

6370 ATHLETIC ADMINISTRATION A study of philosophical and theoretical approaches to the administration of secondary and

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

.

Library Media and Information Technologies



UCA Graduate
Bulletin, 1999-2001

Objectives

The goal of the graduate programs in library, media, and information technologies is to prepare individuals for professional positions in a variety of information and educational settings. These graduate programs of study, located within the Department of Academic

3. Develop professional competencies to higher levels of proficiency and in new areas of interest;
4. Are encouraged to pursue life-long learning through information and instruction-related professional organizations; and
5. Recognize the need to continuously evaluate and implement information and instruction-related programs in response to social, economic and technological changes.

Master of Science

locations where the objectives of practicum experiences can be met. Failure to accept practicum assignments relieves the department and the university of responsibility relating to the individual's practicum experience or program of study.

Transfer credit is limited to six approved semester credit hours.

Research and Professional Paper Policies

Students engaged in the graduate program should take EMLS 6398, Research Methods, prior to completion of twelve semester hours.

All candidates must pass a comprehensive examination. Prior to taking the examination, a professional paper must be submitted and approved by the departmental faculty. This paper will demonstrate the candidate's ability to collect, evaluate, organize, and communicate data in a scholarly manner.

Program Requirements

Three options of study are offered to individuals pursuing the Master of Science Degree in Library Media and Information Technologies:

Additionally, an individual pursuing the school library media specialization must present a course in children's or adolescent literature or equivalent.

For those individuals (1) possessing credit hours earned at the undergraduate level in library media or (2) possessing certification in either library science or instructional technology (educational media) and who wish to seek Arkansas certification in library media, an individually tailored program of study will be developed which will include courses different from the courses listed above. This program must be developed in conjunction with a major advisor and be approved by the Department Chair.

A teaching license is required as a prerequisite to recommendation for Arkansas licensure as a school library media specialist.

Endorsement to seek, n cy

6332, and 6330. A required area of specialization must also be selected from the following: Technical Services, EMLS 6332, 6132, and 6346; Administration, EMLS 6281 and 6382; Public Service, EMLS 6366 and 6373, or Media, EMLS 6340 and 6344.

Graduates earning a Master of Science Degree in Library, Media, and Information Technologies who complete the requirements for program II, Public Information Agencies, will have the competencies to:

1. Manage resources and facilities in public information agencies;
2. Provide information services for clients;
3. Develop an appropriate collection of resources for public information agencies;
4. Use computer technologies for information storage and retrieval;
5. Work with other information professionals to address and resolve issues related to the field.

Program III: Educational Technologies

The following courses are required of individuals pursuing this program of study: EMLS 6398 and 6350, BMED 5325 and 6331, and EMLS 6337. One required area of specialization must also be selected from the following: Curriculum, EMLS 6335, 6351, 6354, 6355, 6365, 6375 and EMLS 6337; Technology, EMLS 6340, 6342, 6344, 6347, 6368, BMED 6358, and EMLS 6318.

Objectives established for Program III, Educational Technologies reflect specific outcome expectations of those students who complete the Master of Science degree in Library, Media, and Information Technologies. At an acceptable professional level, graduates should be able to:

1. Articulate the role of technologies, particularly computer technologies, that reflects an integration of principles of educational media and instructional design in educational settings;
2. Apply technologies to instructional and other functional areas in educational and training settings;
3. Design, implement, and market services for specified client populations;
4. Select, install and maintain technologies and their associated peripherals and networks appropriate for educational and training environments;
5. Demonstrate competence in the application of a range of computer application packages relevant to educational settings, e.g., from word processing, databases, spreadsheets, and presentation to multimedia, graphics and animation, which meet client's needs and purposes;
6. Develop instruction which incorporates principles of instructional design;
7. Develop computer instruction that demonstrates the ability to apply and use a variety of technologies and computer application packages for various client populations as appropriate;
8. Use computers as telecommunications tools to access and apply information from both internal and external sources.
9. Analyze research data and use this information to assess and solve technology-related problems;
10. Work with other professionals to address technology and instructional problems and recognize the importance of practicing effective leadership and interpersonal relationships within the local and professional community;
11. Use principles of instructional design in the selection, acquisition, and use of instructional software and external information sources;
12. Apply principles of effective budgeting and management to the

- planning and operation of technology resources, facilities, and personnel in educational and training environments; and
13. Provide staff development in the instructional technologies.

Graduate Courses in Educational Media/Library Science (EMLS)

6120 INTRODUCTION TO INFORMATION STUDIES Introduction to the profession, its literature, its institutions, and its current concerns and trends. Provides an overview of functions and services common to all information agencies. Should be taken, if possible, as a first course in any program of study. On demand.

6131 ON-LINE BIBLIOGRAPHIC SEARCHING TECHNIQUES Organization, structure, and function of on-line bibliographic databases and appropriate access protocols. Emphasizes generic subject search logic and search strategies and their applications. Prerequisite: EMLS 6330. On demand.

6132 UTILIZING ON-LINE CATALOGING DATABASES AND NETWORKS Organization, structure and function of on-line cataloging databases and networks. Emphasizes search techniques, editing database records, creating original catalog entries according to the MARC format, and storing records by utilizing a database. Prerequisite: EMLS 6332. On demand.

6221 INFORMATION TECHNOLOGY Theoretical and practical applications of information science, including systems analysis and computers. Provides a construct for subsequent studies in functional areas: administration, reference, cataloging, and technical processing. On demand.

6231 TECHNICAL SERVICES Principles and processes involved in technical services. Acquisition, processing, organization, and circulation of information in all formats in terms of different types of

information centers. On demand.

6233 ORGANIZATION OF INFORMATION II Catalog descriptions for complex media formats, problems in bibliographic description, and MARC formats with subject classifications assigned on the basis of the Library of Congress Subject Headings and Library of Congress Classification System. Levels of automated cataloging support systems, current principles, and trends. Prerequisite: EMLS 6332. On demand.

6272 PUBLIC INFORMATION SERVICES Public services within information agencies: information, instruction, guidance, and stimulation. Emphasis on the organization of these services and their relationship to other services within information centers. On demand.

6281 PLANNING INFORMATION FACILITIES Basic principles of design and organization for information center facilities. On demand.

6318 MICROCOMPUTER NETWORKING Basics and protocols of data communication and architecture, LANs, and cabling, Networking operating systems and troubleshooting microcomputer networks. Prerequisite: EMLS 6337 or consent of instructor. On demand.

6330 INFORMATION RESOURCES AND SEARCH STRATEGIES Evaluation, selection, and utilization of basic reference sources. Develops skills in reference interview techniques and in strategies necessary to locate client specified information. On demand.

6332 ORGANIZATION OF INFORMATION I Second level descriptive cataloging of a variety of media formats according to Anglo-American Cataloging Rules and assignment of appropriate subject classifications based upon Sears List of Subject Headings and the Dewey Decimal System. Fundamental organizational

patterns of public access catalogs. On demand.

6335 COMPUTER APPLICATION SOFTWARE Introduction to applications software, emphasizing word processing, database management, spreadsheets, and integrated software. Hardware specifications and configurations, as well as the retrieval of information from external sources, will be investigated. On demand.

6337 COMPUTER GRAPHICS AND ANIMATION Production of computer graphics and animation. Prerequisite: Computer experience and consent of instructor. On demand.

6340 DESIGN AND PRODUCTION OF MEDIA RESOURCES I Media production in terms of client product specifications. Requires the production of basic media products and serves as a foundation for producing graphic media necessary for televised, photographic and computerized productions. On demand.

6341 DESIGN AND PRODUCTION OF MEDIA RESOURCES II Continuation of EMLS 6340. Extension of fundamental techniques and the production of more complex media. Prerequisite: EMLS 6340. On demand.

6342 PHOTOGRAPHIC TECHNIQUES Instructional applications of photography and educational uses. Selection and use of cameras, photographic systems, accessories, darkroom equipment, and photocopy equipment. On demand.

6343 EDUCATIONAL PHOTOGRAPHY Continuation of EMLS 6342. Photographic productions, including single concept learning packages, the photographic series, displays, and complex exhibits to facilitate learning. Applications of instructional design in the creation of educational products. Prerequisite: EMLS 6342. On demand.

6344 INSTRUCTIONAL TELEVISION Principles and processes of instructional television including theory and research, operation of equipment, and applications of ITV within an instructional context. Local planning, production, evaluation of videotapes, and acquisition and maintenance of video hardware/software. On demand.

6345 TELEVISION PRODUCTION AND UTILIZATION Television production facilities and studio audio systems, video systems, lighting systems, and distribution systems. Analyzes the preproduction, production, and postproduction phases and incorporates the management of individual productions, productions on location, and electronic editing. Prerequisite: EMLS 6344. On demand.

6347 ELECTRONIC STORAGE AND RETRIEVAL SYSTEMS FOR INSTRUCTION Integration and application of concepts from EMLS 6350 as applied to the production of computer assisted instruction for education, business, and medicine. Prerequisite: EMLS 6221 or may be taken concurrently. On demand.

6350 INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY Development of an instructional prototype based upon specifications for instruction. Introduction to the systems approach to the design and development of instruction. On demand.

6351 INSTRUCTIONAL PRODUCT DEVELOPMENT Developmental procedures necessary to produce validated learning packages in a variety of media formats. On demand.

6353 INSTRUCTIONAL ROLE OF THE SCHOOL LIBRARY MEDIA SPECIALIST Examines the contemporary school library media specialist's role in instructional development and as a member of a teaching team. Emphasizes information literacy and development of information skills curriculum. On demand.

6354 MULTIMEDIA Computer applications as applied to education and instruction. Emphasis on hardware/software components and the design and construction of a multimedia presentation. On demand.

6355 PREPARING COMPUTER-BASED INSTRUCTIONAL SOFTWARE Integration and application of instructional design and development concepts as applied to the production of instructional software for education, business, and medicine. Prerequisite: MATH/BMED 4325/5325 or consent of instructor. On demand.

6357 APPLIED COMPUTER TECHNOLOGY Concepts, design criteria, general circuit theory, module installation, system configuration, and preventive maintenance of microcomputer. On demand.

6360 DEVELOPING INFORMATION COLLECTIONS Development and maintenance of resource collections and related activities: user needs, selection criteria, standards, and evaluation. On demand.

6365 INTRODUCTION, SELECTION, AND UTILIZATION OF EDUCATIONAL MEDIA Instructional technology which seeks to develop student competencies in selecting and utilizing instructional media for a variety of professional roles in educational, business, and industrial organizations. Does not meet Arkansas certification requirements for school library media specialists. On demand.

6366 INFORMATION SOURCES AND BIBLIOGRAPHY Selection, use, and evaluation of specialized reference sources in the various disciplines. Emphasis on the preparation of a bibliography with directed experiences in bibliographic search techniques, bibliographic planning, and bibliographic construction. Prerequisite: EMLS 6330. On demand.

6368 ROLE OF THE COMPUTER SPECIALIST Management of electronic resources in schools, businesses, and industries including related activities: planning, design, policymaking, maintenance, and training programs. On demand.

6370 INTEGRATION OF SCHOOL LIBRARY RESOURCES INTO THE CURRICULUM Role of the school library media specialist in the support, enrichment, and extension of the curriculum. Focuses on the school library media specialist's role in consulting, teaching, and information provision. On demand.

6371 DESIGNING INFORMATIONAL PROGRAMS FOR CHILDREN AND YOUTH Planning, implementation, and evaluation of educational and recreational programs for children and young adults. On demand.

6373 PUBLIC INFORMATION SERVICE AGENCIES Contemporary role and function of the public information agency. Historic evolution, the characteristics of its users and their needs, and contemporary concerns within the context of governance, organization, administration, finance, and programming. On demand.

6375 GLOBAL INFORMATION RESOURCES Techniques and processes for accessing and retrieving global information resources through networks. On demand.

6380 ADMINISTRATION OF INFORMATION PROGRAMS Management of information centers in educational, public, and private agencies. Planning, financing, and evaluation of specific programs within the information center. On demand.

6382 SEMINAR ON INFORMATION MANAGEMENT Principles of administration and their relationships to the planning, design, operation, and evaluation of information centers in a seminar

Mathematics Education

**UCA Graduate
Bulletin, 1999-2001**

Objectives

The Master of Arts program in mathematics education features mathematics courses developed specially to increase the mathematical knowledge of secondary school teachers and to prepare candidates for teaching in the community college. The program is designed so that a teacher can complete the required courses by attending two consecutive summers and enrolling in an evening course during the intermittent fall and spring semesters or by attending full-time for a year including a summer term.

Master of Arts

Program Admission Requirements

In addition to the Graduate School admission requirements, a satisfactory score on the Graduate Record Examinations (GRE) General Section must be submitted during the first semester in attendance.

To be admitted to the M.A. degree program in mathematics education one must have;

1. A baccalaureate degree from an accredited institution.
2. Adequate preparation in mathematics.
3. At least a 2.7 GPA or achieve satisfactory scores on the General Test of the Graduate Record Exam.

Degree Requirements

To obtain the M.A. degree in mathematics education the student must earn 30 hours in mathematics within six years. The hours must include MATH 6305, MATH 6307, MATH 6310, MATH 6350, MATH 6370, and MATH 6375. The remaining hours may be selected from the following list of courses and may include other courses at the 5000 level with the approval of the student's advisor. All candidates for the M.A. degree will be required to pass a comprehensive examination covering a specified list of mathematics courses selected from their program of study.

Financial Aid

Graduate Teaching Assistantships are available for fall/spring. Responsibilities each semester include teaching six semester hours, enrolling in nine credit hours, and working in the tutorial lab.

Graduate Courses in Mathematics (MATH)

5300 PROFESSIONALIZED SUBJECT MATTER FOR MATHEMATICS TEACHERS Elementary mathematics from an advanced viewpoint. The subject matter is selected to strengthen the teaching skill and knowledge of secondary and beginning collegiate teachers. Prerequisite: MATH 2561 (Calculus II).

5305 APPLIED MATH I Mathematical modeling and systems of operations research, optimization techniques, optimal control theory. Prerequisite: MATH 3331 (Differential Equations).

5306 APPLIED MATH II A project oriented continuation of MATH 5305 that applies differential equations and other methods to solve real world problems from science, business, and industry. Prerequisite: MATH 3320 (Linear Algebra) and MATH 4305 or MATH 5305.

5325 APPLICATIONS OF COMPUTERS IN EDUCATION

Introduction to the role and potential role of computers in the classroom.

5340 NUMERICAL METHODS Introduction to the use of methods of numerical analysis including utilization of modern high speed computers. Prerequisite: MATH 2561 and either CSCI 1320 or CSCI 1370 with CSCI 1170.

5345 COLLEGE GEOMETRY Elementary theory in foundations of geometry and advanced Euclidean geometry. Prerequisite: MATH 1591 (Calculus I).

5362 ADVANCED CALCULUS I A rigorous treatment of topics introduced in elementary calculus and more advanced topics basic to the study of real and complex analysis. Prerequisite: MATH 3321 (Calculus III).

5363 ADVANCED CALCULUS II A continuation of Advanced Calculus I. Prerequisite: MATH 4362 or MATH 5362.

5371 INTRODUCTION TO PROBABILITY THEORY A calculus based introduction to probability and the distributions of random variables. Prerequisite: MATH 2561 (Calculus II).

5372 INTRODUCTION TO STATISTICAL INFERENCE Introduction to the theory of statistical inference including sampling distribution, estimation, hypothesis testing, ANOVA, linear models, and

nonparametric methods. Prerequisite: MATH 4371 or MATH 5371.

5373 APPLIED STATISTICS An introduction to the analysis of variance including applications in business and industry. Topics include how to estimate the parameters of a basic linear model, design basic experiments, and analyze experimental data through ANOVA.

5375 INTRODUCTION TO TOPOLOGY The study of topological spaces. Prerequisite: Consent of instructor.

5385 COMPLEX ANALYSIS Arithmetic and geometry of complex numbers, extension of transcendental functions to the field of complex numbers, complex differential calculus and analytic functions, contour integration and the Cauchy Integral Theorem, series, calculus of residues, and harmonic functions. Prerequisite: MATH 3321 (Calculus III).

6305 FOUNDATIONS OF MATHEMATICS A study of formal logic and its application in mathematical proof. Prerequisite: Consent of instructor.

6307 ADVANCED TOPICS FOR MATHEMATICS EDUCATORS Advanced topics from functions, graphs, probability, statistics, and geometry which are relative to mathematical study in secondary schools and beginning collegiate programs. Other topics include technology, research, and curriculum leadership. Prerequisite: Consent of instructor.

6310 ALGEBRAIC STRUCTURES Basic algebraic structures and

number theory for secondary and beginning collegiate teachers of mathematics.

6340 HISTORICAL PERSPECTIVES OF MATHEMATICS Survey of the history and development of mathematical thought from ancient to modern times including philosophical, sociological, and biographical perspectives.

6342 MATHEMATICAL MODELING Concepts and techniques from earlier courses applied to model real-life problems from the physical, biological, social and behavioral sciences. Graphics calculators and computers will be utilized. Prerequisite: Consent of instructor.

6350 MODERN GEOMETRY Euclidean and non-Euclidean geometry including the utilization of technology and discussions of problems encountered in teaching geometry. Prerequisite: Consent of instructor.

6370 DIFFERENTIAL CALCULUS FOR TEACHERS Key topics in elementary differential calculus in historical and mathematical perspectives with emphasis on a teaching knowledge of these topics. Prerequisite: Consent of instructor.

6375 INTEGRAL CALCULUS FOR TEACHERS Key topics in elementary integral calculus in historical and mathematical perspectives with emphasis on a teaching knowledge of these topics. Prerequisite: Consent of instructor.

6380 SEMINAR Study in an area related to the teaching of secondary school and beginning collegiate mathematics with special emphasis on the characteristics of teaching at both levels. Prerequisite: Consent of instructor.

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

[UCA Home](#) |

Applicants for the Music Education degree, emphasis in secondary vocal or instrumental music, should submit a taped ensemble performance. This tape may be substituted for a personal audition.

More detailed information about the exams and tapes is available from the Department of Music office, Snow Fine Arts Center 103.

Master of Music

Degree Requirements for Concentration in Music Education

1. Diagnostic examinations are to be taken during the first term of

	Credits
Seminar in Music Education I	3
Seminar in Music Education II	3
Professional Education and Psychology	3
Research Methods	3
Elementary or Secondary School Curriculum	3

deficiencies to be made up before graduation.

5. Completion of a minimum of 31-34 hours in music, depending upon field of emphasis, at least 2/3 of which must be at the 6000 level.
6. Satisfactory performance on an oral comprehensive exam.
7. Completion of the following music courses:

Curricula

I. Concentration: Performance (32 hours) Credit

Applied (10 hours)

Major Instrument or Voice	8
Recital	2

Core (13 hours)

Literature of Major Instrument or Voice (2 courses)	4
Music History (2 courses)	6
Music Theory	3

Other (9 hours)

Music Research and Bibliography	3
Pedagogy of the Major Instrument or Voice	2
Ensembles	2
Electives	2

NOTE: Completion of a thesis (6 hours) is an option in this degree.

II. Concentration: Instrumental Conducting (31 hours) Credit

Core (26 hours)

Instrumental Conducting	2
Instrumental Conducting Practicum	3
Score Reading	3
Instrumental Literature I/II	4
Music History/Music Theory (3 courses)	9

Choral Conducting	2
Choral Conducting Practicum	3
Score Reading	3
Choral Literature I/II	4
Conducting Recital	2
Music Research and Bibliography	3
Music History/Music Theory (3 courses)	9

Other (5 hours)

Ensembles	3
Applied or Electives (in Music)	2

NOTE: Completion of a thesis (6 hours) is an option in this degree.

IV. Concentration: Music Theory (34 hours)

Core (18 hours)Credit

Music Theory Courses	9
Music Theory Pedagogy I	3
Music Theory Pedagogy II	3
Music History	3

Research (9 hours)

Music Research and Bibliography	3
---------------------------------	---

Thesis I	3
Thesis II	3

Other (7 hours)

Ensembles	2
Applied	2
Electives (in Music)	3

NOTE: A thesis is required for the master's program in theory.

Graduate Courses in Music (MUS)

5205 VOCAL LITERATURE I Solo vocal literature from the Renaissance to the present. Emphasis upon the style, interpretation, and performance of solo materials for all voice classifications. On demand.

5206 MARCHING BAND TECHNIQUES Techniques, development, and teaching methods as applied to the school marching band. Prerequisite: Senior level or graduate standing. Fall, summer.

5207 VOCAL LITERATURE II Operatic literature from 1600 to the present. Emphasis on historical style development, role analysis, and performance traditions. On demand.

5315 INTRODUCTION TO KODALY Introduction to the Kodaly approach to music education. Includes classes in solfege and musicianship, pedagogy, repertoire, song analysis, as well as practicum. Emphasis on lower elementary grades. Prerequisites: MUS 3304, 3305, 3306, 3308 or undergraduate degree in Music Education. Summer.

6200 GRADUATE RECITAL Preparation and performance of a public recital, to be evaluated by a faculty jury. Required for the M.M. degrees in Performance and Conducting. Every semester.

6203 INSTRUMENTAL LITERATURE I Literature for all performance levels: solos, chamber music, large ensembles, orchestral excerpts, and related materials. Concentration on the student's area of specialization. On demand.

6206 INSTRUMENTAL CONDUCTING Advanced instrumental conducting techniques learned through study of selected wind and orchestral compositions and score analysis. Extensive analysis of individual style. Prerequisite: Undergraduate course in conducting.

6207 CHORstrumental

6213 INSTRUMENTAL PEDAGOGY AND REPERTOIRE I Study and analysis of instrumental pedagogical literature, etudes, methods, related textbooks, and educational materials; survey of schools of performance and instruction. Concentration on the student's area of specialization. On demand.

6214 INSTRUMENTAL PEDAGOGY AND REPERTOIRE II Continuation of Instrumental Pedagogy and Repertoire I. Required for MM/Performance degree. On demand.

6215 SEMINAR IN PIANO LITERATURE I Piano literature from the early Baroque era through Beethoven's time. Music written for keyboard instruments prior to the invention of the piano will also be examined. Analysis and performance of specific keyboard compositions by selected composers. On demand.

6216 SEMINAR IN PIANO LITERATURE II Piano literature from Schubert's time to the present. Analysis and performance of specific compositions by selected composers. On demand.

6217 ADVANCED PIANO PEDAGOGY The pedagogy of piano at all levels from beginning to advanced. Emphasis on teaching piano to the advanced high school and college level student. On demand.

6301 MUSIC THEORY REVIEW AND ANALYSIS Designed to satisfy deficiencies indicated by Graduate Music Theory Entrance Examination. Emphasizes partwriting, analysis, form, and harmonization, combined with aural training and counterpoint. Not for degree credit toward MM in Theory. Prerequisite: MUS 2431 or equivalent. On demand.

6302 ANALYTICAL TECHNIQUES FOR TWENTIETH CENTURY MUSIC Examination of representative twentieth century analytical and compositional techniques, including set theory. Includes 12-tone

voicings. Supervised conducting experience with a choral ensemble. On demand.

6313 MUSIC RESEARCH AND BIBLIOGRAPHY Methods of musicological inquiry. Introduction to standard bibliography. Prerequisite: Graduate status. On demand.

6314 SEMINAR IN MUSIC THEORY Speculative studies relating to the field of music theory; group and individual investigations into unique and general problems of musical structure, materials, organizations, aesthetics, and analytical systems. On demand.

6315 THEORY PEDAGOGY I Philosophies, procedures, techniques, and materials used in teaching theory at the high school and college level. On demand.

6316 THEORY PEDAGOGY II Observation, practice, and supervised teaching of freshman and sophomore classes. On demand.

6317 ANALYSIS OF MUSIC OF THE 18TH AND 19TH CENTURIES Intensive analysis of works written in the larger forms from the 18th and 19th centuries. On demand.

6318 MUSIC IN THE ROMANTIC PERIOD Seminar in European and American art music of the Romantic era. Prerequisite: Graduate status. On demand.

6319 MUSIC IN THE TWENTIETH CENTURY Seminar in the background and history of Western music since 1900. Post-romanticism, nationalism, styles related to folk idioms, neo-classicism, and later trends in contemporary music. Prerequisite: Graduate status. On demand.

61G1-61G6 APPLIED ORGAN (MINOR EMPHASIS) Applied organ study designed to meet the needs of graduate students with a strong keyboard background, who may wish to pursue organ study as a minor area of emphasis (in addition to applied piano study). Practical application of service playing skills along with appropriate study of organ literature as it relates to the church service will be strongly emphasized. Prerequisite: Moderate piano skills and/or approval of the instructor. Fall, spring, summer.

61P1-61P6 PIANO The selection of compositions should reflect mature musicianship, knowledge of different styles and advanced keyboard facility. Graduate standing in music.

62P1-62P4 PIANO The selection of compositions should reflect mature musicianship, knowledge of different styles and advanced keyboard facility. Graduate standing in music.

64P1-64P4 PIANO The selection of compositions should reflect mature musicianship, knowledge of different styles and advanced keyboard facility. Prerequisite: Acceptance into Master of Music program in Piano Performance.

61V1-61V6 VOICE Repertoire for graduate study in voice; includes representative works from the major eras of song and operatic literature as well as technical studies suited to the individual. Prerequisite: Graduate standing in music.

62V1-62V4 VOICE Repertoire for graduate study in voice; includes representative works from the major eras of song and operatic literature as well as technical studies suited to the individual. Prerequisite: Graduate standing in music.

64V1-64V4 VOICE Repertoire for graduate study in voice; includes representative works from the major eras of song and operatic

literature as well as technical studies suited to the individual.

Prerequisite: Acceptance into Master of Music program in Vocal Performance.

61M1-61M4 CHAMBER MUSIC ENSEMBLE A performance course offering practical experience in small vocal and instrumental ensembles, including opera workshop. Material used will be adapted to the experience and performance levels of the participants.

61A1-61A6 BRASS Repertoire and studies adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

62A1-62A4 BRASS Repertoire and studies adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

64A1-64A4 BRASS Repertoire and studies adapted to the needs of the individual student. Prerequisite: Acceptance into Master of Music program in Instrumental Performance.

61U1-61U6 PERCUSSION Studies and repertoire on all of the major percussion instruments. Adapted to the needs of the student.

62U1-62U4 PERCUSSION Studies and repertoire on all of the major percussion instruments. Adapted to the needs of the students.

64U1-64U4 PERCUSSION Studies and repertoire on all of the major percussion instruments. Prerequisite: Acceptance into Master of Music program in Instrumental Performance.

61L1-61L6 VIOLONCELLO Advanced literature and technique.

Literature to include technical exercises by Popper, Grutzmacher, and Platti; sonatas by Schubert, Beethoven and other composers.

64L1-64L4 VIOLONCELLO Advanced literature and technique.

Literature to include technical exercises by Popper, Grutzmacher, and Platti; sonatas by Schubert, Beethoven and other composers.

61N1-61N6 VIOLIN Individual study of the violin. Repertoire, etudes, and technical material are selected based on the student's needs.

Prerequisite: Graduate standing, consent of instructor.

62N1-62N4 VIOLIN Individual study of the violin. Repertoire, etudes, and technical material are selected based on the student's needs.

Prerequisite: Graduate standing, consent of instructor.

64N1-64N2 VIOLIN Individual study of the violin. Repertoire, etudes, and technical material are selected based on the student's needs.

Prerequisite: Acceptance into Master of Music program in Instrumental Performance.

61W1-61W6 WOODWINDS Technical studies, solo pieces, and studies emphasizing skill in phrasing and technique will be adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

62W1-62W4 WOODWINDS Technical studies, solo pieces, and studies emphasizing skill in phrasing and technique will be adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

64W1-64W4 WOODWINDS Technical studies, solo pieces, and studies emphasizing skill in phrasing and technique will be adapted to the needs of the individual student. Prerequisite: Acceptance into Master of Music program in Instrumental Performance.

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

.

Nursing

**UCA Graduate
Bulletin, 1999-2001**

Objectives

Graduates of the Master of Science in Nursing program are prepared for advanced professional practice, as a clinical nurse specialist (CNS) or nurse practitioner (NP), have the foundation for doctoral study, and are prepared for life long learning and continued professional development. Clinical nurse specialist graduates are also prepared as nurse educators.

Students in the CNS track select a speciality area from among: (1) adult medical/surgical nursing; (2) community/family health nursing; or (3) psychiatric/mental health nursing. The NP track focuses on primary health care. Students select either Adult Nurse Practitioner speciality or Family Nurse Practitioner speciality. Graduates of both tracks are academically qualified to take the appropriate American Nurses Credentialing Center advanced practice certification examination. Full time and part time schedules are available for both tracks.

Accreditation/Approval

The UCA MSN program is accredited by the National League Accreditation Council (NLNAC) for Nursing and approved by the

Arkansas State Board of Nursing, and has been granted preliminary approval by the Commission on Collegiate Nursing Education.

MSN Outreach Sites

Facilitates BSN nurses in regions of the state under-served by MSN programs to obtain advanced nursing preparation, the UCA Department of Nursing offers courses in Fort Smith through cooperation with Westark College University Center and the Fort Smith AHEC and in Harrison through cooperation with North Arkansas College. Contact the UCA Department of Nursing for more information regarding these outreach sites and efforts.

Post-Masters Nurse Practitioner Options

Masters prepared nurses seeking preparation as a nurse practitioner have two options to obtain academic requirements to meet national certification qualification: (1) 2nd Masters option and 2) Post-Masters Certificate option. Students may select either the Adult Nurse Practitioner speciality or the Family Nurse Practitioner speciality. These options provide a planned course of study for preparation as a nurse practitioner. Completion of the option is clearly marked on the students transcript. Contact the UCA Department of Nursing for more information regarding these options.

Post-Masters Nursing Education Certificate

Graduate prepared nurses seeking preparation as nurse educator may obtain a post-masters certificate in this area. Speciality preparation may be obtained in (1) higher education, (2) staff education, or (3) client education. Twelve credit hours are required for the certificate. Courses are offered at outreach sites in addition to the Conway site. Contact the UCA Department of Nursing for more information regarding these options.

RN to MSN Option

Based on the Arkansas Nursing Education Articulation Model, the department offers an RN to BSN/MSN option for registered nurses with a diploma or associate degree. This track reduces the time required to complete the BSN and the MSN degrees. Contact the department for admission requirements and other information about the track.

Master of Science in Nursing

Program Admission Requirements

Applies to both the CNS and NP track:

1. A baccalaureate degree with an upper division major in nursing from an NLN accredited nursing program (graduates of non-accredited schools will be evaluated individually).
2. A minimum grade point average of 2.70 (4.0 scale) overall or 3.00 on last 60 hours of earned credit.
3. Successful completion of a course in basic statistics, with a grade of C or above.
4. Current license as a registered nurse in Arkansas and the MCC

2. A completed application packet which includes a resume/vita, written statement of professional goals, and references, and verification of clinical practice.
3. An interview.

Applies to the NP track only, in addition to items listed previously:

1. At least one year of direct clinical experience as an RN (within the last 3 years) prior to enrolling in the clinical courses.
2. Complete application packet, which includes vitae/resume, written statement of professional goals, references, and verification of clinical practice.
3. Formal evaluative interview, scheduled for on-campus.
- 4.

planned sequential graduate nursing course work. The NP track requires 40-49 hours of planned sequential graduate nursing course work.

Candidacy

Admission to candidacy for the Master of Science in Nursing degree must be completed prior to enrollment in the final 12 graduate hours of nursing coursework. It requires

1. Removal of any undergraduate course deficiencies or grade provisions.
2. Completion of between 20 and 31 graduate hours of nursing coursework at UCA with a minimum GPA of 3.0.
3. Completion of two of the four MSN foundation courses (6202, 6301, 6303, 6347) and one of the first required clinical courses in the MSN curriculum with a minimum GPA of 3.0.

Course Requirements

MSN Foundation Courses (both CNS and NP tracks), 11 hours: NURS 6202, 6301, 6303, and 6347

Advanced Practice Foundation Courses (both CNS and NP tracks), 10 hours: NURS 6320, 6325, and 6415

Clinical Courses CNS Track, 10 hours: NURS 6501 and 6502, or 6505 and 6506, or 6507 and 6508

Clinical Courses NP Track, 15 or 20 hours: NURS (NP family focus only) 6521, 6526, 6531, and 6520

Clinical Support Courses CNS Track, 11 to 15 hours: NURS 6345, 6348, and 6350 or 6230, and 6344 or 6355, 6356

Clinical Support Courses NP Track, 7 hours: NURS 6226 and 6230

Graduate Courses in Nursing (NURS)

CARE Focuses on education designed and implemented by the nurse practitioner in primary health settings as a means for health promotion, health prevention, health maintenance, and symptom control. Prerequisite: Admission to MSN program. Spring.

6226 EPIDEMIOLOGY FOR PRIMARY HEALTH CARE Focuses on advanced nursing practice through the examination of health states and demographics of populations and communities. Investigation of factors associated with states of health throughout the life-span. Prerequisite: Admission to the MSN program.

6230 ADVANCED PRACTICE MANAGEMENT Addresses topics and issues in primary care practice management, including

6320 PATHOPHYSIOLOGY FOR ADVANCED NURSING PRACTICE Provides the knowledge necessary for diagnostic reasoning skills in clinical decision making. Emphasis is on understanding the etiology, pathogenesis, and functional consequences of disease and health problems. Prerequisite: Admission to the MSN program. Fall.

6325 PHARMACOTHERAPEUTICS FOR ADVANCED NURSING PRACTICE In-depth theory course to prepare advanced practice nurses in the pharmacological management of chronic and acute health problems of clients in primary care settings. Prerequisite: Admission to the MSN program. Spring.

6344 MASTER'S PROJECT Investigation of a particular nursing problem from a chosen theoretical perspective; extends nursing practice to effect more desirable health-care outcomes. Prerequisite: NURS 6202, two required clinical courses, and approval of research advisor. If an X-grade is carried in this course, NURS 63 - must be enrolled in for subsequent semesters. On demand.

6345 MEASUREMENT AND EVALUATION Exploration of theories, principles and techniques of measurement and evaluation as they pertain to the practice, education, and research of nursing and other health professions. Prerequisite: Admission to program or other CHAS discipline and statistics. Spring.

6347 THEORETICAL BASES FOR NURSING Theoretical and conceptual bases of nursing through a systematic exploration of the nature and purpose of theory and the process of theory building. Theories developed within the discipline of nursing will be examined. Prerequisite: Admission to the program. Fall.

6348 TEACHING IN NURSING AND HEALTH PROFESSIONS Role development as an educator in either a baccalaureate, associate

THROUGH ADOLESCENCE Seminar/clinical course provides foundations required for optimum functioning as a family nurse practitioner. Supervised clinical and preceptorship experiences in family health setting focuses on health promotion, prevention, and problems of mothers and children. Prerequisite: Admission to NP track and 6301, 6303, 6320, 6325, 6347, and 6415. Fall.

6521 PRIMARY HEALTH CARE: ADULTS THROUGH AGING

I Seminar/clinical course provides foundation required for optimum functioning as a primary adult nurse practitioner. Supervised clinical and preceptorship experiences in primary health settings with focus on health promotion, prevention, and acute health problems of adults. Prerequisite: Admission to the NP track and NURS 6301, 6303, 6320, 6347, 6325 and 6415 and, if Family NP track, 6520. Spring.

6526 PRIMARY HEALTH CARE: ADULTS THROUGH AGING

II Seminar/clinical course builds on NURS 6521, provides supervised clinical and preceptorship experiences in primary health settings with focus on health promotion, prevention, and chronic and disabling health problems. Prerequisites: NURS 6521. Fall.

6531 RESIDENCY IN PRIMARY HEALTH CARE Clinical course providing comprehensive, independent practice experiences as a primary care adult nurse practitioner under the guidance of a preceptor. Prerequisites: NURS 6526. Spring.

Return to [top of page](#).

Occupational Therapy

**UCA Graduate
Bulletin, 1999-2001**

Occupational Therapy: Skills for the Job of Living

Definition

Occupational therapy is the use of purposeful and meaningful occupations with individuals who are limited by physical, psychosocial, or developmental disabilities, poverty or cultural differences, or the aging process, in order to maximize independence, facilitate adaptation, prevent disability, and maintain health. The practice encompasses evaluation, treatment, and consultation. Reference to occupation is in the context of man's goal-directed use of time, energy, interest, and attention.

Specific occupational therapy services include: administering and interpreting assessments designed to evaluate the individual with regard to physical, cognitive, psycho-social, and functional performance; teaching daily living skills; developing perceptual-motor skills and sensory integrative functioning; developing play skills and prevocational and leisure capacities; designing , fabricating, or

Certification in Occupational Therapy (NBCOT). The address for NBCOT is

800 S. Frederick Ave, Suite 200
Gaithersburg, MD 20877-1450
Phone: 301-990-7979

Graduates of the program also meet the educational requirements for state licenses. Specific state licensure boards should be contacted for detailed licensure requirements.

Course of Study

The curriculum leading to the Master of Science in Occupational Therapy requires completion of 42 hours of prerequisite course work, followed by completion of 107 hours of professional level course work in the Department. For students who do not possess a baccalaureate degree, 72 hours of prerequisite and general education courses must be completed, and the Bachelor of Science in Health Sciences (Occupational Therapy emphasis) is awarded following the fourth semester in the professional curriculum. Prerequisite coursework may be completed at UCA or at any other regionally accredited college or university. Students who plan to complete prerequisites at another university are strongly urged to contact the Occupational Therapy Program advisor to determine course equivalency.

After completing the prerequisite courses, students may apply to the professional program through a competitive admission process. The professional level curriculum consists of a minimum of seven semesters of on-campus study. During this time, students are engaged in both classroom work and Level I fieldwork experiences (minimum 80 hours per semester) at facilities in Arkansas and contiguous states. Following campus study, students are assigned to

facilities in Arkansas and/or contiguous states for full-time fieldwork experiences of 6 months duration. Students are responsible for their own transportation and living expenses throughout the program, including fieldwork.

Program Admission Requirements

Students seeking admission to the professional program in occupational therapy must:

1. Apply to and meet all admission requirements of the university (if not previously a student at UCA).
2. Complete an application for admission to the occupational therapy professional program, and pay a non-refundable application fee of \$50.
3. HDluding fieldwUCA).

Sociology 1300; 4334; 4343	9
Psychology 1300	3
Psychology 2330 or Sociology 2321	3

Students working toward a first bachelor of science degree will have earned at least 72 credit hours, and must have completed all general education course work as described in the UCA Undergraduate Bulletin.

Departmental Admissions Procedure

Entry into the program is by application and competitive admission only. Applications to the program become available by November 15, and are due in the program office by February 1 for consideration for entry the following May intersession. All applications are reviewed by the Occupational Therapy Admissions Committee. Admission criteria include: cumulative grade point average, biological/physical science GPA, behavioral science GPA, volunteer/work experience references, personal reference, personal interview, and autobiographical or other written statement. Candidates are ranked according to a formula that is applied to the overall cumulative, behavioral science, and biological/physical science GPAs. Top-ranked candidates are invited for an interview. On the interview date, these candidates also complete a short essay on a topic related to occupational therapy. Candidates are scored on their interview performance and on the essay. Final ranking of candidates is based on the interview and essay scores, as well as GPA. In addition to the selected candidates, an ranked, alternate list is established. Individuals may be chosen from the alternate list to replace applicants who decline their appointment at any time, up to the date of enrollment. Preference is given to Arkansas residents; admission of out-of-state residents will occur only on a very limited basis.

Applicants who feel they were treated differently from other candidates in admissions decisions are to contact the department chair for information about the appeals process. All appeals must begin at the department level.

Tuition and Fees

Occupational therapy students pay UCA tuition and fees plus a \$11 per credit hour Department fee each semester. Information on tuition is available from the business office. Textbooks cost approximately \$500 per semester. Tuition and fees are subject to change.

Professional Courses

Undergraduate courses taken during the first year of the professional curriculum (course descriptions appear in the *Undergraduate Bulletin*) are listed below.

OTHY 3125 Independent Living Strategies for Activities of Daily Living

OTHY 3215 Group Process and Communication Skills in Occupational Therapy

OTHY 3220 Human Development II

OTHY 3223 Introduction to Occupational Therapy

OTHY 32402Asj Tj6w7canional r -1.f t8 ,naiours

OTHY 4270 Pharmacology in Rehabilitation
HSC 4310 Functional Neuroanatomy
OTHY 4317/5317 Functional Kinesiology
OTHY 4321/5321 Evaluation and Treatment in Physical Disabilities I
OTHY 4325 Clinical Psychiatry
OTHY 4330/5330 Introduction to Research
OTHY 4355 Evaluation and Treatment in Pediatrics I
OTHY 4365 Evaluation and Treatment in Mental Health I
OTHY 4380/5380 Evaluation and Treatment in Physical Disabilities II
HSC 4400 Gross Anatomy

Required graduate courses for the entry-level curriculum (descriptions are provided below) are OTHY 6100; 6101; 6125; 6220; 6301; 6304; 6308; 6311; 6312; 6314; 6315; 6316; 6320; 6621, 6631, or 6641 (must complete two of the three); KPED 6316; 6 hours electives (thesis) or 12 hours electives (non-thesis).

Master of Science (Post-professional)

The post-professional master's degree program is designed to meet the needs of qualified occupational therapists by providing them with the opportunity to develop an advanced role emphasis in one of three areas, and to conduct research within the context of these areas: manager, educator, or master clinician. This role emphasis is supported by a core curriculum which enables the therapist to deepen his/her knowledge of the occupational therapy theories and research that underlie current practice.

thesis (36 hours) option.

Program Admission Requirements

In addition to the Graduate School admission requirements, the Occupational Therapy Department requires:

1. Graduation from an accredited program in Occupational Therapy with a baccalaureate degree or its equivalent.
2. Certification as an Occupational Therapist by the National Board for Certification in Occupational therapy.
3. Completion of separate departmental application form (available from the department).
4. Submission of Graduate Record Examination General Test score.
5. Three letters of reference (submitted to the department).
6. Interview with a member of the Departmental Graduate Committee may be required.

Graduate Courses in Occupational Therapy

5308 FOUNDATIONS IN OCCUPATIONAL THERAPY Examination of the conceptual foundations of occupational therapy. Exploration of the role of occupational therapy practitioners as influenced by a
5308 FOUNDATIONSion fCCUPA10 ASSISTIVE TECHNOLOGtion

and analysis of muscle and joint actions in functional coordinated movement. Fall.

5321 EVALUATION AND TREATMENT IN PHYSICAL

DISABILITIES I The scope of occupational therapy practice with adolescent through adult populations. Content will include Occupational Adaptation, Rehabilitation, and the Biomechanical frames of reference. Methods of evaluation, treatment planning, implementation, and documentation are emphasized within each theoretical perspective. Prerequisite: Admission to OT program. Spring.

5330 INTRODUCTION TO RESEARCH Interpretation and critical analysis of current literature and research in occupational therapy. Sampling, data collection, data analysis, reliability, validity, and the components of a research proposal are introduced. Spring.

5380 EVALUATION AND TREATMENT IN PHYSICAL

DISABILITIES II Emphasizes traditional and contemporary motor control frames of reference and cognitive-perceptual approaches to intervention with the adult population. Students will learn approaches to assessment, intervention, and documentation based on these approaches. Prerequisite: Admission to OT program. Fall.

5390, 5490, 5590, 5690 ADVANCED OCCUPATIONAL THERAPY

FIELDWORK I Provides a supervised advanced contribution to occupational therapy in a fieldwork setting. An experience in a clinical specialty area, in rehabilitation management, or in clinical teaching may be selected. Prerequisite: Admission to OT program. On demand.

6100 LEVEL I FIELDWORK, CLINICAL ROTATION 3 Occupational therapy clinical experience in rehabilitative, medical, and community service delivery models. Observation and moderately supervised

evaluation, treatment planning, and treatment implementation.
Prerequisite: Admission to OT program. Spring.

6101 LEVEL I FIELDWORK, CLINICAL ROTATION 4 Occupational therapy clinical experience in rehabilitative, medical, and community service delivery models. Observation and minimally supervised evaluation, treatment planning, and treatment implementation.
Prerequisite: Admission to OT program. Fall.

6125 INDEPENDENT LIVING STRATEGIES FOR COMMUNITY RE-ENTRY Techniques and therapeutic procedures involved in promoting successful community re-entry for individuals with a variety of impairments. Focus on compensatory techniques, assistive devices, adaptation of the environment, and community resources to accommodate limitations in performance of advanced activities of daily living in community settings. Prerequisite: Admission to OT program. Spring.

6150, 6250, 6350 INDEPENDENT STUDY IN OCCUPATIONAL THERAPY

6301 EVALUATION AND TREATMENT IN PEDIATRICS II Visual perception and psychosocial approaches to evaluation, treatment planning, implementation and documentation relative to occupational performance and model of human occupation. Fine motor skills, handwriting and oral motor skills are presented. Prerequisite: Admission to OT program. Spring.

6304 EVALUATION AND TREATMENT IN MENTAL HEALTH II Lifespan Development, Cognitive Behavioral, Cognitive Disability, and Movement-Centered frames of reference for evaluation, treatment planning, implementation and documentation are emphasized. Each will be related to both occupational performance and model of human occupation. Prerequisite: Admission to OT program. Spring.

6305 OCCUPATIONAL THERAPY SEMINAR I Analysis of the work of major theorists and other leaders in the occupational therapy profession, and the relationship of their ideas to occupational therapy research and practice. Prerequisite: Admission to OT program. Fall.

6306 OCCUPATIONAL THERAPY SEMINAR II Prepares the student to conduct a thorough literature review in a selected interest area and to present this review, in writing, in a cogent fashion. Prerequisite: Admission to OT program. Spring.

6308 ADVANCED PRACTICE IN PHYSICAL DISABILITIES Study of purposes and uses of orthotic and prosthetic appliances. Selection, fitting, and fabrication of orthotic appliances, selection of prostheses. Special emphasis on management of burns, arthritis, and musculoskeletal injuries. Prerequisite: Admission to OT program. Spring.

6310 PROBLEMS IN OCCUPATIONAL THERAPY EDUCATION Prepares the occupational therapy clinician for adaptation to the

higher education environment. Academic issues and concepts are presented; students will learn to prepare educational objectives, learning experiences, and evaluations for a unit of study. On demand.

6311 OCCUPATIONAL THERAPY IN THE COMMUNITY Learners synthesize previous knowledge about individuals with disabilities and their assimilation into the community. Gain an understanding of the variety of practice settings in which occupational therapists provide services to clients within their local community and the impact that technological advances and economics have on the scope of practice. Prerequisite: Admission to OT program. Spring.

6312 OCCUPATIONAL THERAPY ADMINISTRATION AND MANAGEMENT Advanced theory, philosophy, and management functions as related to occupational therapy practice. Reimbursement and health care economic issues are addressed. Fall.

6314 OCCUPATIONAL THERAPY PRACTICE IN GERIATRICS Role of occupational therapy with older adults. The course examines the therapeutic relationship between the occupational therapist and the older person, geriatric assessment tools, and treatment areas in occupational therapy, including prevention, accommodation and restoration. Prerequisite: Admission to OT program. Fall.

6315 OCCUPATIONAL THERAPY RESEARCH I Provides the skills and procedures necessary for designing a research proposal or project of importance to the field of occupational therapy. The kinds of data collection, analysis, and interpretations pertinent to occupational therapy are discussed. Fall.

6316 OCCUPATIONAL THERAPY RESEARCH II Completion of a

research proposal and conduct of a small research study or innovative project of importance to occupational therapy education, practice, or management. Prerequisite: OTHY 6315. Spring, summer.

6320 THESIS Includes the writing and defense of the thesis. Open only to students in the thesis option of the Occupational Therapy Master's Program. Prerequisite: OTHY 6316. Fall, summer.

6322 ADVANCED OCCUPATIONAL THERAPY FIELDWORK II
Continuation of Advanced Occupational Therapy Fieldwork I, with

neonatal disorders and relevant theoretical approaches applicable to treat these disorders from a family-focused perspective will be emphasized. Prerequisite: Enrolled in Occupational Therapy Master's Program, or consent of instructor. On demand.

6345 ADVANCED PEDIATRIC FINE MOTOR TREATMENT Course presents the foundations and development of normal pediatric hand skills as well as conditions that affect fine motor development. Assessment and therapeutic intervention strategies will be emphasized. Prerequisite: Enrolled in Occupational Therapy Master's Program, or consent of instructor. On demand.

6352 DIRECTED STUDY IN OCCUPATIONAL THERAPY Directed individual or group in-depth study of a particular topic in occupational therapy.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN Development of the Individual Family Service Plan (IFSP) is examined. Professionals from involved disciplines will discuss transdisciplinary strategies and materials utilized with young children with special needs in a variety of settings. Prerequisite: OTHY 6330 or permission of instructor. Summer.

6621 FIELD EXPERIENCE I Integration and application of academically acquired knowledge in an occupational therapy setting with emphasis on a medical model service delivery system. Prerequisite: Approval of Graduate Faculty. Spring, summer, fall.

6631 FIELD EXPERIENCE II Integration and application of academically acquired knowledge in an occupational therapy setting with emphasis on a community-based service delivery system. Prerequisite: Approval of Graduate Faculty. Spring, summer, fall.

6641 FIELD EXPERIENCE III Integration and application of

academically acquired knowledge in an occupational therapy setting with emphasis on a rehabilitation model of service delivery.

Prerequisite: Approval of Graduate Faculty. Spring, summer, fall.

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

Philosophy and Religion

**UCA Graduate
Bulletin, 1999-2001**

Objectives

Physical Therapy

**UCA Graduate
Bulletin, 1999-2001**

Physical Therapy--Doctor of Philosophy Degree

Objectives

The PhD degree program graduate will demonstrate:

1. Skill in the conduct of original research, providing evidence of an understanding of research designs and the ability to formulate hypotheses, plan methodologies, conduct data gathering (quantitatively and qualitatively), draw conclusions, and effectively communicate research findings.
2. A commitment to engage in scholarship after graduation and to discover new knowledge and develop theoretical principles that advance the understanding of physical therapy practice.
3. Breadth of knowledge of the discipline and the research literature.
4. The ability to teach at beginning and advanced levels of instruction.
5. Leadership traits that guide the profession in identifying and resolving important questions and problems.

Application Process

Students wishing to pursue the Doctor of Philosophy (PhD) degree program in physical therapy will be admitted through a process involving a mutual decision between the dean and the Department of Physical Therapy. Applicants must submit an application materials to the School. Contact the department for further information. The following materials must be submitted.

1. An application for Admission to Program from the Department of Physical Therapy.
2. An application for Admission to Graduate Study at the University of Central Arkansas.
3. Scores of Graduate Record Examination (GRE) (Aptitude Test). A total of at least 1500 based on all three (verbal, quantitative, and analytical) components is recommended.
4. Verification (transcripts) of completion of a CAPTE accredited physical therapy curriculum (or equivalent) with a cumulative point average of at least 3.0 (4.0 scale).

Admission Process

Review by the Advanced Degree Admissions Committee

The Advanced Degree Admissions Committee (ADAC) for the Department of Physical Therapy consists of five members of the UCA faculty. Four members are faculty in the Department of Physical Therapy, and one member is a faculty member from a department other than Physical Therapy. Upon submission of the application materials, the ADAC will determine whether the applicant meets the criteria for acceptance including academic credential, cumulative point average, scores on the GRE and TOEFL (if required), and appropriate interest area and statement of purpose.

Interview

Applicants who meet the criteria are invited for an interview. An on-site interview at the University of Central Arkansas is preferred, but a telephone interview may be conducted when extenuating circumstances prevail.

Program of Study

As graduates of accredited physical therapy educational programs, applicants to the PhD degree program are expected to possess knowledge regarding the profession of physical therapy and its practice environments and culture. The program of study will be individualized for each student based upon current skills in statistics, research design, and a specific interest area. The program includes a major field, independent scholarship and leadership (consisting of core and research courses), and elective courses that provide breadth within the student's interest area.

Apprenticeship to and close association with faculty members allow the student to evaluate pertinent literature, determine issues and problems, apply appropriate principles and procedures, and commit to ethical practices necessary for research. The course of study is individualized for each student based upon recommendations by a faculty advisor and two committee members. A minimum of 96 credits beyond the baccalaureate degree or 60 credits beyond the master's degree is required. Minimum credits for master's degree holders are as follows:

Core Courses	33 credits
Research Courses	12 credits
Elective Courses	15 credits
Total	60 credits

Core Courses 33 Credits

Through seminars and specific courses, students learn to interpret the implications of research and identify complex questions and

Research courses foster the development of skills in research design and statistical analysis. Students acquire the tools essential for conducting research and effectively disseminating the findings.

PSCH 6330	Advanced Psychological Statistics	3
KPED 6316	Data Analysis	3
PTHY 7316	Biomechanical and Kinesiological Analysis	3
PTHY 7101-7901	Advanced Research (variable credit 1-9) (This variable credit hour course may be repeated as needed. The student will learn to use the research tools necessary for the dissertation and professional scholarship.)	3- 9
TOTAL		12

Elective Courses (Interest Area) (15 credits chosen from the following)

The elective courses foster development of breadth in the student's area of interest. The student's committee will approve specific courses to complement the research focus. Students may not repeat for credit any course equivalent to one taken for a previous degree.

PTHY 6301*	Special Problems in Physical Therapy	3
PTHY 7302	Foundation of Sports Physical Therapy	3
PTHY 7304	Sports I	3
PTHY 7306	Sports II	3
PTHY 7308	Upper Quarter and Cervical Spine	3

PTHY 7309	Evaluation and Intervention of the Lumbar Spine	3
PTHY 7311	Developmental Anatomy	3
PTHY 7390	Advanced Anatomy	3
PTHY 7329	Application of Physical Therapy in Geriatrics	3
PTHY 7380	Geriatric Orthopedics	3
PTHY 6330	Transdisciplinary Assessment of Young Children	3
PTHY 6354	Transdisciplinary Intervention with Young Children	3
PTHY 7360	Advanced Examination and Evaluation in Pediatric I	3
PTHY 7361	Advanced Examination and Evaluation in Pediatric II	3
PTHY 7333	Occupational Health and Work Injury Management	3
PTHY 7334	Aquatic Therapy	3
PTHY 6335	Advanced Spinal Cord Injury Management	3
PTHY 7337	Wound Management in Physical Therapy	3
PTHY 6338*	Directed Graduate Study	3
TOTAL		15

*PTHY 6301 and 6338 may be repeated.

Doctor of Physical Therapy (DPT)

Doctor of Physical Therapy and Post-professional DPT programs will be offered contingent on approval by the North Central Association of Colleges and Schools and/or other accrediting agencies.

The curriculum has two options: entry-level for the student who wishes to become a physical therapist and post-professional level for the physical therapist who wishes to update and develop advanced skills. The purposes of both options are to serve the public's need for highest quality physical therapy practitioners, to provide opportunities for advancement for physical therapists, to fill advanced clinical roles, to contribute to scholarship of practice, and to provide leadership and service related to the profession and society.

Option A

The curriculum is 124 credit hours for the entry-level DPT and is designed for the individual who wishes to become a physical therapist.

Option B

The curriculum of 55 credit hours for the advanced-level DPT is designed for the practicing therapist who holds a minimal entry-level degree and wishes to achieve greater depth in physical therapy science and practice. The student identifies and enhances a focused practice area, participates in a clinical research project, and advances in at least one non-client area (administration, education, or consultation).

Master of Science (Entry-level degree)

Objectives

Physical therapists plan, organize, implement, direct and evaluate programs for the care of clients of all ages who are physically disabled by illness or accident or birth injury. Therapists work in a variety of health care facilities including hospitals, nursing homes, rehabilitation centers, schools for developmentally delayed children, community health centers, research centers, industry, private offices, and sports centers. Physical therapists may also work as consultants to public schools or to community and government agencies and as instructors in colleges and universities offering programs in physical therapy education. Their responsibilities often include instructing patients and their families and supervising assistants, aides, students, and other health workers in carrying out a treatment program or selected parts of it. Patient treatments include exercises for increasing strength, endurance, coordination and range of motion; the use of heat, cold, electricity, sound, and water to relieve pain and stimulate motor activity; and instruction in activities of daily living and the use of assistive devices. Physical therapists also engage in prevention activities and in clinical research.

The objectives of the Graduate Program in the Department of Physical Therapy include producing new practitioners who are active members of the health team and use skill and empathetic understanding in patient care and enhancing the clinical and research skills of existing practitioners. To accomplish these objectives, the department offers the Master of Science degree with two tracks: (a) a 3+3 entry-level masters degree for persons who wish to become physical therapists; and (b) a track of advanced coursework for persons holding a degree in physical therapy.

The Master of Science (MS) degree in Physical Therapy for entry-level practitioners is based on a foundation of general education courses in physical and biological science, social science, and the

humanities and encompasses approximately three years of study. The curriculum is designed to promote in the student intrinsic motivation for continued study so that completion of the program will be viewed as only the first step in a lifetime of professional learning.

ACCREDITATION STATUS The Master of Science degree in Physical Therapy (entry-level) is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the APTA.

The curriculum leading to the Master of Science degree with a major

must contact the University's Admissions Office.

Prerequisite Coursework

Applicants without a baccalaureate degree must fulfill UCA's general

for the cumulative GPA, if the GPA for the last 30 semester hours (45 quarter hour equivalent) is at least 10% higher than the cumulative GPA and includes 15 hours of appropriate science coursework. **A minimal 2.75 cumulative GPA requirement and a minimal 2.75 science GPA requirement must be met prior to utilizing this option.** No more than 8 hours of the science coursework may be repeated coursework. The total hours for the recent college GPA are obtained by beginning with the last semester or quarter of coursework and moving backwards chronologically on the transcript(s) until 30 semester hours or quarter hour equivalents are obtained. All courses are included. No more than one-third of the non-science coursework included in the recent coursework GPA may be repeated coursework.

A 40 hour post-degree policy is designed for students who have completed a baccalaureate degree and are unable (due to a low cumulative grade point average) to qualify for the last 30 hour rule. Students interested in the 40 hour post-degree policy should contact the physical therapy advisor at UCA for a copy of the policy.

Minimum Grade Point Averages and the AHPAT

A CUMULATIVE GPA OF AT LEAST 3.0 BASED UPON A 4.0 SCALE, AND A SCIENCE GPA OF AT LEAST 2.75 FOR ALL BIOLOGY, CHEMISTRY AND PHYSICS COURSEWORK are required for application. All applicants must complete the Allied Health Professions Admissions Test (AHPAT), and scores on the AHPAT must be received prior to the application deadline. A minimum composite score of 275 must be achieved. Students who fail to achieve a score of 275 on the AHPAT may substitute a cumulative GPA of 3.70 or higher and still be eligible for consideration. An application packet for the AHPAT may be obtained from the Department.

professional school (i.e., medical, dental, law, nursing schools, etc.) Transcripts must be mailed directly to UCA from the issuing institution.

4. College Level Examination Program (CLEP) Scores if used to satisfy prerequisite coursework. (Not required for UCA students whose CLEP scores have already been accepted and recorded on their UCA transcript.)
5. Allied Health Professions Admission Test (AHPAT) Scores. Contact the department for an AHPAT application form or call 1-800-622-3231.
6. Two letters of recommendation.
7. Non-refundable \$50.00 Application Fee (Check or money order should be made payable to the University of Central Arkansas.) CURRENTLY ENROLLED FULL-TIME UCA STUDENTS ARE EXEMPT FROM THE APPLICATION FEE. To qualify for this exemption, students must have attended UCA for a minimum of the semester of application and the preceding semester or must have graduated from UCA in the semester prior to application.
8. Applicants who hold a baccalaureate degree must submit two copies of the Application for Admission to Graduate Study.)

All applications of candidates who have met the qualifications are reviewed by an Admissions Committee composed of UCA faculty. Criteria include the cumulative GPA, the science GPA, grades on science courses which exceed minimal science requirements and are above the freshman level, grades on recent college coursework, and the score on the AHPAT. Of the criteria, the science GPA, additional science coursework, and the AHPAT score are weighed most heavily. The top students are selected by the Admissions Committee using the criteria and are invited for an interview. As part of the interview, applicants will be asked questions regarding the nature of the work of the PT. Applicants without prior experience in physical therapy should seek opportunities to observe or volunteer in a physical therapy practice setting to prepare for the

interview. Using the results of the interview, as well as GPAs and scores on the AHPAT, the Committee selects the students for the next class. A ranked alternate list is also prepared. Individuals are chosen from the alternate list to replace applicants who decline their appointment at any time, up to the date of enrollment. Selection as an alternate is indicative of the Committee's high opinion of a candidate's potential but does not assure placement in the class, and does not give priority for the next year.

Students who do not meet the stated criteria may appeal to the Admissions Committee. *Requests for exceptions to the prerequisite coursework and policies must be submitted to the Admissions Committee by February 1.* Failure to be admitted does not prevent reapplying for a later year.

Tuition and Fees

Physical therapy students pay UCA tuition and fees plus a \$150.00 department fee each semester except the semester of full-time internship. Information on tuition is available from the Business Office. Textbooks cost approximately \$1,800 and other required fees total approximately \$100. Tuition and fees are subject to change at any time.

Professional Courses

Undergraduate courses taken during the first year of the professional curriculum (course descriptions are published in the *Undergraduate Bulletin*):

- PTHY 3130 Intro to Clinical Education
- PTHY 4200 Introduction to Physical Therapy
- PTHY 4205 Therapeutic Procedures
- PTHY 4215/5215 Orientation to Patient Care

HSCI 4310 Functional Neuroanatomy

other documentation, health care systems, and inservice training.

5190 TOPICS IN PHYSICAL THERAPY: INTERNATIONAL STUDIES SEMINAR Topics in physical therapy with relation to various aspects of international medical systems. Students will compare the U.S. medical system and physical therapy services with that of other countries. On demand.

5210 CLINICAL PRACTICUM I Supervised participation in evaluation and therapeutic management of a variety of disorders and diseases related to physical therapy. A minimum of 80 clinical clock hours are required. Summer.

5215 ORIENTATION TO PATIENT CARE Study of vital signs, transferring and positioning patients, and the prescription and use of wheelchair and assistive gait devices. Prerequisite: Admission to the Professional Curriculum in Physical Therapy. Fall.

5290 TOPICS IN PHYSICAL THERAPY: INTERNATIONAL STUDY FIELD TRIP/CLINICAL PRACTICUM Study in a selected country to enhance medical and cultural knowledge through organized field trip experiences.

5330 ELECTROTHERAPY Instrumentation, techniques of application, and clinical uses of electricity in patient evaluation and treatment. Prerequisite: Admission to the Professional Curriculum in Physical Therapy and PTHY 4323. Fall.

5363 THERAPEUTIC AGENTS A course for the physical therapist in general and physiological principles underlying the use of thermal agents, hydrotherapy, phototherapy, and other physical agents in treatment of clinical conditions. Emphasis on practical applications, identification of effects, knowledge of indications and contraindications.

5370 PATHOLOGY I Principles, pathogenesis and mechanisms common to disease processes. Relevance of mechanisms and consequences of clinical manifestations of disease to physical therapy practice and the impact of disease processes across the life span stressed.

HSCI 5400 GROSS ANATOMY Structured aspects of the human body. Lecture and laboratory study of prosected cadavers.

Prerequisite: Consent of instructor. Fall.

5401 KINESIOLOGY AND PHYSICAL ASSESSMENT Study of the functional anatomy and biomechanics of all the major joints of the human body. Also covered are the evaluation techniques of manual muscle testing, goniometry, gait and postural analysis. The combination lecture and laboratory. Summer.

6110 CLINICAL PRACTICUM: ADMINISTRATION A course which runs concurrently with Clinical Practica: Acute, Rehabilitation, and Specialty, and provides an overview of professional presentations and the Continuous Quality Improvement Study process.

Prerequisite: Admission to the Physical Therapy Master's Program and at least a 3.0 GPA in courses required for the major in the professional curriculum. Fall.

6101-6301 SPECIAL PROBLEMS IN PHYSICAL THERAPY

Concentrated individual study of a particular topic in a specialty area of physical therapy under supervision. DesigrtcYr/tateeDenH-2.2556 TD

HS10 6 RESEARCH SENISAR

Concentrated study of a particular topic in a specialty area of physical therapy under supervision. Designed to supplement regularly organized courses in physical therapy. Requires permission of instructor and Graduate Committee of the Department of Physical Therapy.

6303 ORTHOPEDIC PHYSICAL THERAPY II Evaluation and treatment of musculoskeletal dysfunction of the spine. Prerequisite: 4400, 5401, admission to professional curriculum. Fall.

6310 NEUROLOGICAL DYSFUNCTION I Study of selected neurological disorders and appropriate evaluation and treatment strategies. The student will gain skill in using neurophysiological principles when applying therapeutic exercise (NDT) to adults and children. Includes laboratory practice. Prerequisite: PTHY 4355. Summer.

6312 NEUROLOGICAL DYSFUNCTION II A continuation of PTHY 6310. The students will expand skills in using neurophysiological techniques, particularly PNF, Sensory Integration, Brunnstrom and Myofascial Release. Includes laboratory practice. Prerequisite: PTHY 6310. Fall.

6314 NEUROPHYSIOLOGICAL PRINCIPLES OF MOTOR CONTROL Study of the neurological control of human movement from the level of the motor neuron to the cerebral cortex. Emphasis is placed on the interaction of central nervous system mechanisms governing movement.

KPED 6316 DATA ANALYSIS This course provides coverage of data analysis techniques which have specific applications for health and applied sciences. An applied, conceptual approach will facilitate the practical use of those techniques utilizing the SPSSPC+ statistical package. Students will generate and interpret statistical

print-outs using various analytical techniques. Additionally, students will learn to identify and solve problems frequently found in motor skill and health-related data.

6320 CLINICAL DECISION MAKING The student will select a patient for study and will apply problem solving skills in determining appropriate evaluation and in establishing a physical therapy diagnosis and treatment plan. The student will also determine appropriate referral process. Prerequisite: PTHY 6317. Summer.

6324 CLINICAL ADMINISTRATION AND MANAGEMENT The study of administration and management principles and practice. Lectures, discussion, independent study, and seminars will be utilized to support students in acquiring knowledge, skills, and appreciation for administration and management. Spring.

6328 CARDIOPULMONARY PHYSICAL THERAPY An in-depth exploration of pathophysiology related to cardiovascular and respiratory systems. Spring.

6330 TRANSDISCIPLINARY ASSESSMENT OF YOUNG CHILDREN This course will address issues involved in transdisciplinary assessment of children with special needs, ages birth to five, and their families. Procedures for selecting, administering, and interpreting assessment instruments will be discussed. Students will observe and participate in transdisciplinary assessments.

PSYC 6330 ADVANCED PSYCHOLOGICAL STATISTICS An overview of statistics, focusing on descriptive and inferential statistics. Topics include: normal distribution, hypothesis testing, and regression analysis. Prerequisite: PSYC 6320. Summer.

analyses. This knowledge base will allow students to critically evaluate the data analyses reported in the literature, to perform statistical analyses on their own research data, and to learn more advanced statistical techniques in their own specialty areas.

6345 THESIS II This phase of the thesis process includes the completion of data collection, writing the thesis, and defense of the thesis. Prerequisite: PTHY 6340. Spring.

6353 INDEPENDENT STUDIES IN PHYSICAL THERAPY Study of general principles through data collection, results, analysis, and the drawing of conclusions. Prerequisites: PTHY 6340, admission to Professional Curriculum in Physical Therapy, and graduate standing. Spring.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN This course will examine the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials utilized with young children with special needs in a variety of settings. Prerequisite: PTHY 6330 or permission of the instructor. Summer.

6365 CLINICAL PRACTICUM: REHABILITATION Supervised clinical experience for third year Master of Science physical therapy students in a rehabilitation setting. Prerequisite: Admission to the Physical Therapy Master's program and at least a 3.0 GPA in courses required for the major in the professional curriculum. Fall.

6370 CLINICAL PRACTICUM: SPECIALTY Supervised clinical experience for third year Master of Science physical therapy students in a specialty care setting. Prerequisite: Admission to the Physical Therapy Master's Program and at least a 3.0 GPA in courses required for the major in the professional curriculum. Fall.

6375 CLINICAL PRACTICUM: ACUTE Supervised clinical experience for third year Master of Science physical therapy students in an acute care setting. Prerequisite: Admission to the Physical Therapy Master's Program and at least a 3.0 GPA in

courses required for the major in the professional curriculum.
Prerequisite: Admission to the Physical Therapy Master's Program and at least a 3.0 GPA in courses required for the major in the professional curriculum. Fall.

6401 KINESIOLOGY I Study of selected structural and functional properties of anatomical structures of the human body. Biomechanical analyses and evaluation techniques of muscle testing, goniometry, and sensory testing all applied to normal and pathological human motion are included. Prerequisite: Admission to PT program. Annually.

6402 KINESIOLOGY II Study of selected structural and functional properties of anatomical structures of the human body. Biomechanical analyses and evaluation techniques of muscle testing, goniometry, posture and gait analysis, applied to normal and pathological human motion are included. Continuation of PTHY 6401 Kinesiology I. Prerequisite: PTHY Kinesiology I. Annually.

6410 SELECTED INTERVENTION TECHNIQUES I Application of and physiological principles underlying the use of thermal agents, hydrotherapy, phototherapy, and other physical agents in treatment of clinical conditions. Includes physiology of inflammation and pain perception, and the physics of therapeutic modalities. Emphasis on practical applications, identification of effects, knowledge of indications and contraindications. Prerequisite: Acceptance into PT program. Annually.

6411 SELECTED INTERVENTION TECHNIQUES II Application and physiological principles of massage, traction, biofeedback, stretching, and therapeutic exercise in patient treatment. Emphasis will be on practical applications, effects, indications and contraindications of these procedures, keeping in mind the underlying physiological principles of the treatment by alteration of

the treatment plan. Specific exercise and stretching techniques and protocols will be addressed. Prerequisite: Acceptance into PT program. Annually.

6415 FUNDAMENTAL SKILLS IN PHYSICAL THERAPY

INTERVENTION The study and practice of body mechanics, patient transfer and positioning techniques, patient bed mobility, use of special equipment in the patient care environment, the prescription, fitting application and use of wheelchair and other assistive devices, accessibility and architectural barriers, infection control, wound care, systems review examination, and other selected topics related to acute care in physical therapy. Prerequisite: Acceptance into PT program. Annually.

6501 NEUROSCIENCE An analysis of the structure and function of the human peripheral, central, and autonomic nervous system, including laboratory study of specimens of human brain and spinal cord. A variety of neuropathologies are analyzed as a basis for understanding nervous system functions. Prerequisite: Biology 3370 or equivalent. Annually.

7101-7901 ADVANCED RESEARCH (variable credit 1-9) Instruction and guidance of the student in all facets of the investigative process up to and including development of the dissertation proposal. The student will critically evaluate experimental research, become experienced with research tools commonly used in the student's area of focus, and develop and present the dissertation proposal. Course offered on student demand.

7102-7902 DISSERTATION An original, substantial, and significant research project is carried out independently by the student in collaboration with the dissertation advisor and committee. The student must be able to complete a final oral examination or defense to demonstrate expertise in the research area.

7205 SEMINAR IN PHYSICAL THERAPY I Discussion of contemporary topics affecting and influenced by physical therapy. Issues that deal with professionalization and socialization will be discussed. The structure and role of professional organizations in physical therapy will be presented. Prerequisite: Acceptance in PT program. Annually .

7105 SEMINAR IN PHYSICAL THERAPY II Builds upon information and concepts in Seminar in Physical Therapy I. Fundamental concepts and principles central to physical therapy as a clinical science. Formulation and use of theory and differing sources of knowledge in clinical practice, other professional issues central to clinical practice, development of clinical reasoning/judgment skills, and basic analysis of clinical cases and case reports, including foundational writing skills. Prerequisite: Seminar in PT I. Annually.

7110 SEMINAR IN PHYSICAL THERAPY III Builds upon information and concepts in Seminar in Physical Therapy I and II by introducing concepts related to clinical practice and personal development. Emphasis will be on identifying and developing professional behavior, communication, documentation, and clinical education assessment. The focus of this course is on preparing the student for practice in the clinic. Prerequisites: PT Seminar I and II. Annually.

7111 SEMINAR IN PHYSICAL THERAPY IV Builds upon information and concepts in Seminars in Physical Therapy I through III and materials in curriculum in general. Emphasis will be on women's health issues, differential diagnosis, and death and dying. Prerequisites: PTHY 7110 Seminar in PT III. Annually.

7206 SEMINAR IN PHYSICAL THERAPY V Builds upon information and concepts in Seminars in Physical Therapy I-IV. Emphasis will be

on the concepts and principles central to clinical practice. The focus of this course is on preparing the student for full-time practice in the clinic. Case studies for data collected in fall semester, year two will be presented. Prerequisites: PTHY 7111 Seminar in PT IV. Annually.

7207 SEMINAR IN PHYSICAL THERAPY VI Builds upon information and concepts in Seminars in Physical Therapy I through V. Emphasis will be on contemporary clinical practices and issues attendant to quality of patient care. Prerequisite: PTHY 7206 Seminar in PT V. Annually.

7304 SPORTS I Provides the knowledge and skill required to treat the injured athlete successfully and to develop/implement a sports physical therapy program. Also presented are topic areas which have been identified as advanced clinical competencies, including analyzing evidence-based intervention.

7305 SCIENTIFIC BASES FOR MOTOR CONTROL AND DEVELOPMENT An advanced course addressing theories of motor development from birth to death. Students combine concepts regarding movement pattern changes during the life span with research evidence regarding physiological and anatomical systems.

7306 SPORTS II Provides advanced knowledge and skill including anatomy, biomechanics, pathomechanics, evaluation, specific pathologies, immediate management, rehabilitation, prevention, and sport/injury relationship of the hip, knee, ankle, foot, and related soft tissue.

7308 UPPER QUARTER AND CERVICAL SPINE Study of advanced evaluation and treatment of the cervical spine. An eclectic approach to the cervical spine will be presented with specific emphasis on the osteopathic model as an approach to spine function and dysfunction. Treatment will emphasize manual interventions

such as muscle energy and direct and indirect mobilization.

7309 LUMBOPELVIC DYSFUNCTION Study of advanced evaluation and treatment of the lumbar spine. An eclectic approach to the lumbar spine will be presented with specific emphasis on the osteopathic model as an approach to spine function and dysfunction. Treatment will emphasize manual interventions such as muscle energy and direct and indirect mobilization. In addition, strengthening, lumbar stabilization, and neuro-dynamics will be discussed.

7310 PROFESSIONAL LEADERSHIP IN PHYSICAL THERAPY An advanced course addressing current and future professional, legal, and ethical issues related to physical therapy practice, education, and research. Students will examine evolving roles of professional leadership as affected by such factors as changing societal demands, trends in health care, government regulations, and the expanding body of knowledge. These experiences will prepare students for leadership roles as change agents in the profession.

7311 DEVELOPMENTAL ANATOMY A course in developmental anatomy with special emphasis on the interrelationships inherent in developing systems, including molecular, morphogenic, genetic, and neural aspects of control mechanisms.

7312 SPORTS III Presents a regional perspective of upper extremity function as it relates to athletes. Students analyze research related to physical therapy for upper extremity sports injuries.

7315 COLLEGE TEACHING IN PHYSICAL THERAPY: PROBLEMS AND ISSUES An advanced course addressing problems and issues in teaching physical therapy course work. Students will explore the literature on college teaching in general and then focus specifically on the uniqueness of the professional roles of

faculty members in physical therapy. Students are expected to have clinical or academic teaching experience prior to enrollment.

7316 ADVANCED BIOMECHANICAL AND KINESIOLOGICAL ANALYSIS This course emphasizes electromyographic (EMG) recording instruments and techniques commonly used in kinesiological and biomechanical studies and includes the use of EMG in motor unit training, biofeedback, and myoelectrics. Students perform, compare, and evaluate intramuscular and surface EMGs relative to variables such as muscle length, tension, and type of contraction.

7320 EFFICACY RESEARCH IN PHYSICAL THERAPY: PROBLEMS AND ISSUES An advanced course designed to examine clinical research as a method of answering questions in a systematic and objective way to analyze clinical outcomes, methods of practice, and relationships among clinical phenomena.

7321 EFFICACY IN PHYSICAL THERAPY PRACTICE This course provides a supervised advanced clinical experience in physical therapy using research-based assessment and intervention.

7329 APPLICATION OF PHYSICAL THERAPY IN GERIATRICS

tests, using media, and managing student behaviors. Students will discuss the faculty issues of workloads, tenure, research, service, faculty development and assessment, and accreditation as necessary for functioning in a physical therapy educational environment.

7333 OCCUPATIONAL HEALTH AND WORK INJURY

MANAGEMENT An integrated approach of service, programs, and treatment regimes provided by physical and occupational therapists for the treatment and prevention of work-related injuries.

7334 AQUATIC THERAPY Study of the basic physical properties of water and their application in therapeutic treatment of patients in a water medium. Proper safety precautions, infection control, and pool maintenance will also be studied.

7360 ADVANCED EXAMINATION AND EVALUATION IN

PEDIATRICS I A transdisciplinary course to consider the theories and applications of advanced measurement and assessment instruments and procedures used in pediatrics (birth to adolescence). The course is open to students enrolled in graduate study in physical or occupational therapy, speech/language pathology, nursing, and early childhood special education or by permission of the instructor. Students will participate in the selection of relevant assessment instruments to be studied based on current best practice in their respective fields.

7361 ADVANCED EXAMINATION AND EVALUATION IN

PEDIATRICS II A continuation of 6360 Advanced Measurement & Assessment in Pediatrics I with emphasis on administration of selected assessment instruments to pediatric clients.

7380 GERIATRIC ORTHOPEDICS Study of the complexities involved in the treatment of musculoskeletal problems in the older

adult with an emphasis on injury prevention, wellness, and functional independence. The course is an advanced-level analysis of the current practice guidelines and research to address the orthopedic specificity of the older population.

7385 TEACHING PRACTICUM IN PHYSICAL THERAPY

EDUCATION An experience in classroom teaching, including teaching strategies, selecting content, writing tests, using media, and managing student behaviors. Students will discuss faculty issues in physical therapy education. On demand.

7388 LIFESPAN MOTOR DEVELOPMENT Study of development from birth to death with emphasis on movement pattern changes. Students demonstrate skill in movement assessment of normally developing children and adults, in recognition of pathological development occurring in various diagnostic categories, and in age-appropriate treatment regimens for specific movement disorders.

7390 ADVANCED ANATOMY Advanced study of anatomy with emphasis on clinical anatomy of the musculoskeletal system. Students will correlate regional and systemic anatomical knowledge with clinical applications. Students will be introduced to imaging technology and will use cadaver dissection, prosection utilization, and interpretation of anatomical images to enhance their understanding of diagnostic and treatment techniques.

7405 MUSCULOSKELETAL PHYSICAL THERAPY II The management of the patient/client with spinal dysfunction and peripheral nerve injury including: examination, evaluation, diagnosis, prognosis, and intervention (including manual therapy). Instruction will also consist of planning and implementing intervention programs including prevention, wellness, exercise, manual therapy, industrial, and other orthopedic physical therapy concepts. Prerequisite:

Acceptance into PT program. Annually.

7410 NEUROMUSCULAR PT: COMPLEX Evaluation and treatment of patients with multiple trauma, generalized weakness and specific disabilities or disease process including: multiple trauma, amputations, spinal cord injuries, diabetes mellitus, Guillain-Barre Syndrome, post-polio syndrome, multiple sclerosis, Parkinson's disease, cancer, Charcot-Marie Tooth and amyotrophic lateral sclerosis. The principles of orthotics and prosthetics design and management are also presented. Prerequisite: Admission to PT program. Annually.

7505 MUSCULOSKELETAL PHYSICAL THERAPY I The management of the patient/client with dysfunction in the extremities including: examination, evaluation, diagnosis, prognosis, and intervention (including manual therapy). Instruction will also consist of planning and implementing intervention programs including prevention, wellness, exercise, manual therapy, and other orthopedic physical therapy concepts. Prerequisite: Acceptance into PT program. Annually.

7510 CLINICAL ELECTROPHYSIOLOGICAL EXAMINATION AND INTERVENTION Instrumentation, techniques of application, and clinical uses of electricity in physical therapy examination, evaluation, and intervention with selected patients and conditions. Prerequisite: Admission to PT program. Annually.

7515 NEUROMUSCULAR PHYSICAL THERAPY: INFANCY TO ADOLESCENCE Physical therapy management of children with birth or acquired conditions affecting motor control and function. Focus placed on motor development, conditions, patient examination, evaluation, motor diagnosis, prognosis, and interventions. Theoretical foundations are reviewed. Environmental contexts are considered. Prerequisite: Admission to PT program.

Annually.

7516 NEUROMUSCULAR PHYSICAL THERAPY: ADULT Study of specific progressive and nonprogressive neuromuscular disorders and appropriate examination and treatment strategies based on the patient/client management model. A systems approach to examination and intervention in the adult will be used.

Neuromuscular aging will be discussed as related to locomotion and recovery following a neuromuscular insult or injury. Prerequisite: Acceptance in PT program. Annually .

7520 CARDIOPULMONARY PRINCIPLES AND PRACTICE A comprehensive survey of cardiopulmonary practice patterns, including examination (history taking, tests, and measures), evaluation for cardiopulmonary disorders, developing a diagnosis and prognosis, applying rational interventions for cardiopulmonary disorders, and secondary prevention of functional limitations and disability related to cardiopulmonary disorders. Prerequisite: Admission to PT program. Annually.

7325, 7425, 7525 CLINICAL EDUCATION PRACTICUM A full-time supervised clinical experience with emphases in professional behaviors and physical therapy practice patterns. The clinical experiences are designed to allow the student to practice didactic and clinical skills in a variety of practice environments. The course must be satisfactorily repeated to complete a minimum of 21 credit hours. Prerequisite: Admission to profession curriculum. On demand.

Return to [top of page](#).

[UCA Home](#) | [Graduate School](#) | [2001-2003 Home](#) | [1999-2001 Home](#) | [1999-2001 Contents](#)

designed for the elementary, junior high, and high school teacher.
Prerequisite: Consent of instructor.

5302 CONCEPTS OF PHYSICAL SCIENCE 2 Continuation of
PHYS 5301. Prerequisite: Consent of instructor.

5360 PHYSICS FOR SECONDARY TEACHERS Introduction to
secondary-level physics teaching materials and laboratory
techniques. Prerequisite: Consent of instructor.

6310 DEMONSTRATION EXPERIMENTS IN PHYSICS The
development of demonstration experiments for use at the high
school level. Prerequisite: Consent of instructor.

6320 EXPERIMENTS IN MODERN PHYSICS Selected modern
physics experiments to illustrate experimental techniques used in
modern physics are performed by the student. Theory and analysis
of the experiments are emphasized. Prerequisite: Consent of
instructor.

Return to [top of page](#).

Political Science



UCA Graduate
Bulletin, 1999-2001

UCA does not offer a graduate degree in Political Science.

Graduate Courses in Political Science (PSCI)

5300 CONSTITUTIONAL LAW The constitution of the United States, focusing on the work of the United States Supreme Court and the effects of its decisions upon the political system of the United States. Prerequisite: PSCI 1330. Fall.

5335 THE AMERICAN CONGRESS The U.S. Congress examined for how people are nominated and run for offices, how the legislative branch is organized, and legislative process works. Prerequisite: PSCI 1330. Fall.

5336 CITY GOVERNMENTS AND POLITICS Large and small city governments in the U.S. and Arkansas. Government institutions that make local policies are examined, as are the following problem areas: Taxing, spending, revenue-sharing, education, police, crime, and welfare. Prerequisite: PSCI 1330. Spring, odd years.

5340 SEMINAR: SELECTED TOPICS Study in depth of a significant issue or field of study in political science. Content will vary on demand. Prerequisite: Junior, Senior, or approved graduate standing with the prerequisites varying according to the topic and degree of specialization required. On demand.

5388 AMERICAN FOREIGN POLICY Foreign policy of the United States with emphasis on policies in the present century, current trends, and the foreign policy decision-making process. Prerequisite: PSCI 1330 and 2300. Spring.

5199-5499 STUDIES IN POLITICAL SCIENCE Independent studies course in political science designed to meet the individual needs of a student. Credit from one to four hours may be earned in one semester. The work is chosen by the student and his tutor with the approval of the department chair. Prerequisite: Consent of instructor and department chair. On demand.

Return to [top of page](#).

Psychology and Counseling

**UCA Graduate
Bulletin, 1999-2001**

Departmental Admission and Retention Requirements

In addition to the general requirements for admission to the graduate school, students approved are required to submit scores on the General Section of the Graduate Record Examinations (GRE). Applications to specific programs must be made to the Psychology and Counseling Department.

Graduate students must be admitted to a specific program before taking any graduate courses.

General steps in pursuing a master's degree in Psychology or Counseling

1. An application and typed essay to a specific program must be filed with the chairperson of the Psychology/Counseling department, including:
 - a. Three letters of recommendation from former college professors or individuals otherwise qualified to comment of your professional and academic potential.
 - b. Submission of transcripts of all completed course work.
 - c. GRE scores (General Section).
 - d. Completion of any prerequisites or other requirements

specific to individual programs.

2. Admissions Committee approval
3. Petition for Candidacy
 - a. School or Counseling Psychology: not more than thirty semester hours completed.
 - b. Counseling Programs: not more than twenty-one semester hours completed (twelve hours for Specialist degree).
4. Comprehensive examinations must be completed satisfactorily *before* internship.
5. Register for internship course and file for graduation.

Critical Dates in Counseling Programs

Comprehensive Examinations

1. Fall Testing date: 2nd Tuesday in November for students who will intern in the Spring.
2. Spring Testing date: 1st Tuesday in April for students who will intern in the Fall.

Deadlines for application to the program

1. March 15 for Summer and Fall admissions.
2. July 15 for Fall admissions.

Students receiving three (3) C's in graduate courses will not be permitted to continue in the program, nor will they be permitted to enroll in any other program in the Department of Psychology and Counseling.

Counseling Programs

Purpose

Courses in counseling are designed to: (1) provide the student with

competencies necessary to develop and manage counseling programs; (2) meet counseling certification requirements in Arkansas and other states; (3) acquaint educational personnel with counseling principles; and (4) provide non-school personnel with the competencies necessary for functioning in a helping relationship within a counseling setting.

Master of Science Degree

The department offers the Master of Science degree in Counseling in six areas: Elementary and Secondary School Counseling, Community Service Counseling, and Student Personnel Services in Higher Education. Successful completion of forty-five semester hours of graduate credit is required for the Master of Science degree in School Counseling and 48 semester hours for the M.S. degree in Community Counseling.

Elementary Counselors (6 hours)

COUN 6303 and 6304

Secondary Counselors (6 hours)

COUN 6358 and 6359

Community Counseling Programs (48 hours)

Before application can be approved for Community Counseling, applicant must have: 9 semester hours in psychology including general psychology, statistics, and theories of personality. All deficiencies must be made up before acceptance into the program.

General Requirements for all Community Counselors (27 hours)

PSY,e7d4lo173599873597.SO nTf 17.7106 0l2679 Tmg

are eligible for examination as a licensed professional counselor.

Graduate Courses in Counseling (COUN)

6302 SEMINAR IN SCHOOL TESTING Discussion pertaining to testing, utilizing standardized measuring devices in the areas of intelligence, interests personality, and special aptitudes. On demand.

6303 PRACTICUM IN ELEMENTARY COUNSELING I Supervised experience in counseling with elementary age students. Consent of instructor and a minimum of fifteen (15) semester hours including COUN 6354 and COUN 6356. Must make arrangements prior to registration. On demand.

6304 PRACTICUM IN ELEMENTARY COUNSELING II
Continuation of COUN 6303. Prerequisite: COUN 6303 and consent of instructor. Must make arrangements prior to registration. On demand.

6305 SEMINAR IN SCHOOL COUNSELING Designed to provide counselor trainees with the opportunity to explore topics fundamental to guidance services. Prerequisite: Consent of instructor. On demand.

6315 CURRENT PRACTICES IN WORKFORCE EDUCATION
Survey of vocational education practices for school counseling personnel. On demand.

6322 ORGANIZATION AND MANAGEMENT OF GUIDANCE PROGRAMS Overview of various facets of guidance, including organization, philosophical and psychological foundations. On demand.

6333 IDENTIFICATION AND REMEDIATION OF LEARNING

PROBLEMS Identification, diagnosis, and procedures for remediation of learning problems. On demand.

6334 ANALYSIS OF THE INDIVIDUAL Appraisal of the individual through objective tests, interviews, and other data gathering devices. On demand.

6342 CAREER EDUCATION AND VOCATIONAL DEVELOPMENT Utilization of experiences for counselors, teachers, school personnel, and state agency personnel which will enable them to counsel more effectively with students regarding vocational endeavors. On demand.

6343 PROBLEMS IN CAREER EDUCATION AND VOCATIONAL DEVELOPMENT Continuation of 6342. Prerequisite: COUN

of psychoanalytical, behaviorist, and humanistic psychology. Critical evaluation of counseling theories. Fall, spring.

6355 MULTICULTURAL AND GENDER ISSUES IN COUNSELING

A graduate-level course addressing societal changes and trends: human roles; societal subgroups; social mores and interaction patterns; and differing life styles. Prerequisite: COUN 6354. Fall.

6356 GROUP COUNSELING Application of principles of group counseling. Prerequisite: COUN 6354. Fall, spring.

6358 PRACTICUM IN SECONDARY SCHOOL COUNSELING I

Supervised experience in counseling. Prerequisites: Consent of instructor and a minimum of fifteen (15) semester hours including the following: COUN 6354 and 6356. Must make arrangements prior to registration. On demand.

6359 PRACTICUM IN SECONDARY SCHOOL COUNSELING II

Continuation of COUN 6358. Prerequisite: COUN 6358 and consent of instructor. Must make arrangements prior to registration. On demand.

6360 RESEARCH METHODS IN COUNSELING Fundamentals of research in counseling. Formulate hypotheses, collect data, analyze data and draw conclusions. Areas covered: basic statistics, ex post facto research, experimental design, and writing research papers.

6361 PROBLEMS IN COUNSELING I Specific problems in counseling to be worked out with advisor or instructor prior to enrolling. A minimum of 80 clock hours work in an approved facility. On demand.

6362 PROBLEMS IN COUNSELING II Specific problems in

counseling to be worked out with advisor or instructor prior to enrolling. A minimum of 80 clock hours work in approved facility. On demand.

6370 PSYCHOSOCIAL ASPECTS OF DISABILITIES Critical investigation of the psychological implication of disabilities, and a survey of facilities and services available to disabled individuals. On demand.

6371 MEDICAL ASPECTS OF REHABILITATION Critical review of the various medical disabilities, with emphasis on treatment and rehabilitation. On demand.

6381 PRACTICUM IN COUNSELING I Supervised experience in counseling. Prerequisite: Consent of instructor and minimum of fifteen (15) semester hours including COUN 6354, COUN 6350 and PSYCH 5320 or PSYCH 6314. Must make arrangements prior to registration. On demand.

6382 PRACTICUM IN COUNSELING II Continuation of COUN 6381. Prerequisite: COUN 6381 and consent of instructor. Must make arrangements prior to registration. On demand.

6391 PRINCIPLES AND PRACTICES IN STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION On demand.

6392 THE COLLEGE STUDENT On demand.

6393 MARITAL AND FAMILY THERAPY Examination of theoretical approaches, assessment of family functioning, and intervention techniques in working with couples and families. Prerequisite: Permission of instructor.

6395 PRACTICUM IN MARRIAGE AND FAMILY THERAPY

Supervised counseling practicum experiences with family systems and subsystems. On demand.

6642S INTERNSHIP IN COUNSELING On-the-job experience in counseling. Prerequisite: Practicum experience and successful completion of comprehensive exams. On demand.

Psychology Programs

Counseling Psychology

The Master of Science degree in Counseling Psychology is designed so that it may serve either as a terminal degree with professional employment opportunity or as a firm foundation for prospective doctoral candidates. This will include the understanding of psychological theories, testing, and counseling at a level that will enable graduates to function successfully as Counseling Psychologists in a variety of mental health facilities.

Before the application can be approved for Counseling Psychology you must have:

1. Fifteen semester hours in psychology, consisting of the following courses: Psychological Statistics, Experimental Psychology (lab not required), Abnormal Psychology, Theories of personality, and Psychological Tests and Measurements. All deficiencies must be made up before admission to the program.
2. Submission of transcripts of all completed course work.
3. Submission of Graduate Record Examinations scores on the General Section.
4. Three letters of recommendation from former college professors or individuals otherwise qualified to comment on your professional and academic potential.

background for students who intend to work for higher degrees in psychology.

Before the application can be approved for School Psychology you must have:

1. Twelve semester hours of undergraduate preparation in psychology, including an undergraduate statistics course and a course in tests and measurements. All such deficiencies must be satisfied before admission to the program.
2. Submitted transcripts of all completed course work.
3. Submitted Graduate Record Examinations scores on the General Section.
4. Three letters of recommendation from former college professors or individuals otherwise qualified to comment on your professional and academic potential.

Course Requirements for School Psychology

Sixty semester hours of graduate credit including two semester internship.

Required and elective courses must be taken as follows:

Educational Foundations (6 hours): PSYC 6376; COUN 6333

Psychological Foundations (12 hours): PSYC 5325, 6363, 6370, 6316

Assessment and Professional School (15 hours): PSYC 6398, 6375, 6376, 6313, 6379

Interventions (9 hours): PSYC 6315; COUN 6354, 6381

Statistics and Research Design (6 hours): PSYC 6330, 6331

classical theories of learning. On demand.

6313 PSYCHOEDUCATIONAL ASSESSMENT I A combination of lectures and practicum covering professional ethics and standards, interview techniques, and report writing with primary emphasis on the administration and interpretation of the Weschler Scales. Prerequisites: PSYC 4390 or 5390 and consent of instructor. Fall, spring.

6314 PSYCHOPATHOLOGY Survey of behavior disorders, their origins, characteristics, and treatment. Prerequisite: PSYC 4320 or 5320. Spring.

6315 APPLIED BEHAVIORAL ANALYSIS Survey of the literature in behavior therapy with emphasis upon application in applied settings. Prerequisite: PSYC 6312 or undergraduate Learning Course. On demand.

6316 PSYCHOPATHOLOGY AND DEVELOPMENTAL DISORDERS IN CHILDHOOD A survey of the etiology, assessment, and treatment of child psychopathology and developmental disorders in children. On demand.

6325 DIAGNOSIS AND TREATMENT OF ADDICTIONS A survey of the theoretical, research, and treatment issues in the major addictions. On demand.

6330 ADVANCED PSYCHOLOGICAL STATISTICS An overview of statistics, focusing on how to read and interpret various statistical tests. Descriptive and inferential statistics are covered. Prerequisite: PSYC 2330. Spring.

6331 RESEARCH DESIGN Design and analysis of educational and psychological research. Prerequisite: PSYC 6330. Fall.

6332 SCHOOL PSYCHOLOGY PRACTICUM I School Psychology Practicum I will provide the student with the opportunity to engage in a wide range of school psychological services under supervision. Fall.

6333 SCHOOL PSYCHOLOGY PRACTICUM II This course is a continuation of School Psychology Practicum I. Prerequisite: PSYC 6332. Spring.

6341 SEMINAR IN SCHOOL PSYCHOLOGY Prerequisite: 45 semester hours in school psychology. Fall, spring.

6345 PSYCHOLOGY OF THE GIFTED CHILD The characteristics, psychological growth and development of gifted children. Consideration is given to research, problems of identification and educational programs intended to meet their special needs. Addresses issues concerning the social and emotional needs of the gifted. Prerequisite: CHED 6353, or consent of instructor.

6350 HISTORY OF PSYCHOLOGY The course is designed to acquaint the student with important historical contributors to the field of Psychology.

6361 PROBLEMS IN PSYCHOLOGY I Not less than 80 clock hours working in a learning experience. Prerequisite: Consent of advisor. Fall, spring.

6362 PROBLEMS IN PSYCHOLOGY II Not less than 80 clock hours working in a learning experience. Prerequisite: Consent of advisor. On demand.

6363 ADVANCED SOCIAL PSYCHOLOGY Social and cultural aspects of individual personality with application within mental health

professions. Prerequisite: Consent of instructor. On demand.

6370 ADVANCED DEVELOPMENTAL PSYCHOLOGY 6370Fall, spring

6370 AD2CHOLOGYPHARMACY 6370affecColo, behavioral,

contemporary views. Prerequisite: PSYC 4300 or 5300, and PSYC 5320 or PSYC 6314. On demand.

Sociology



**UCA Graduate
Bulletin, 1999-2001**

UCA does not offer a graduate degree in Sociology.

Graduate Courses in Sociology (SOC)

5322 SOCIOLOGY OF MENTAL ILLNESS Social aspects of mental illness; the social factors influencing the genesis and diagnosis of mental illness and the social consequences of entry into the role of mental patients. Spring, even years.

5330 RECENT SOCIAL THEORY Nineteenth and Twentieth Century social theory, present-day social thought as related to theory. Designed to integrate and extend the student's knowledge of sociological terminology, concepts, and theory. Fall.

5331 SOCIAL GERONTOLOGY Social aspects of aging with emphasis upon variables affecting the quality of life on the older person. Fall.

5334 MEDICAL SOCIOLOGY Examines the institution of medicine. Topics include the social epidemiology of illness, social factors influencing the use of the health care system, the nature of the relationships between the patient and medical specialists. Fall.

5335 HEALTH ORGANIZATIONS The sociological study of the development and current state of health organizations in the United States and selected foreign countries. Spring, odd years.

5341 POPULATION Analysis of the factors influencing fertility, mortality, and migration and the social problems created by these and other demographic variables. Spring.

5342 SOCIAL INEQUALITY Types and consequences of social inequalities which exist in the social structure; theoretical models and methodological techniques; social class; status and power as determinants of behavior, values, and life chances; social mobility in modern society. Fall, even years.

5343 HEALTH STRATEGIES FOR MULTICULTURAL

POPULATIONS To acquaint students with the health concerns of various ethnic groups, study the integration of Western health programs in traditional cultural environments, and promote the applications of research skills relevant to health related issues in multicultural populations. Spring.

5351 FAMILY STRUCTURE AND INTERACTION Structure and interaction of the American family; kinship organization; family life cycle; theoretical models in family sociology; cross-cultural and historical comparisons of family structures. Spring, odd years.

5360 SEMINAR Methodological techniques, theoretical models, research design and techniques, and writing will be emphasized. Spring.

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

Special Education

**UCA Graduate
Bulletin, 1999-2001**

Objectives

The aim of the graduate program in special education is primarily to provide specialized training for teachers of the exceptional child. Thirty-six (36) credit hours are required depending on area of emphasis. Twenty (20) or more of the required semester hours must be at the 6000 level. All master's degree programs are accredited by the Council for Exceptional Children.

Program Admission Requirements

In addition to the general requirements for admission to graduate study, a student entering Special Education--Mildly Handicapped K-12, or Seriously Emotionally Disturbed K-12, Moderately/Profoundly Handicapped K-12, or Early Childhood Special Education will be required to meet any undergraduate deficiencies necessary to complete the degree program. The student should consult with the graduate advisor or certification officer to assure that state certification requirements are being met. All students admitted to the graduate program in special education must also submit a score on the General Test of the Graduate Record Examinations (GRE) before admission to graduate studies, but definitely before the completion of their first nine hours.

Degree Requirements

Mildly Handicapped K-12 (36 hours)

SPED 5332, 5335, 6313, 6314, 6334, 6344, 6351, 6355, 6358, A6606, B6606; and ADSE 6380

Seriously Emotionally Disturbed K-12 (36 hours)

SPED 5315, 6312, 6313, 6314, 6334, 6340, 6344, 6358, A6602, B6602; SPTH 5307; and ADSE 6380

Moderately/Profoundly Handicapped K-12 (36 hours)

SPED 5341, 5342, 5352, 6313, 6314, 6344, 6347, 6353, 6358, A6607, B6607; and ADSE 6380

Early Childhood Special Education (36 hours)

SPED 6313, 6330, 6354, 6358, 6360, 6361, 6362, 6363, 6610; CHED 6386; and ADSE 6380

Graduate Courses in Special Education (SPED)

5310 ASSISTIVE TECHNOLOGY The use of assistive technology to promote greater independence for individuals with disabilities. Domains presented will include vision, hearing, communication, mobility, cognition and environmental controls. On demand.

5315 EDUCATION OF EMOTIONALLY DISTURBED CHILDREN

Study of educational techniques, materials and equipment used in teaching emotionally disturbed children.

HANDICAPPED Instructional methods, materials and activities for teaching children with mildly handicapping conditions. Prerequisite: SPED 6355. On demand.

5333 CURRICULUM FOR EXCEPTIONAL CHILDREN Through readings, lectures, and field experiences, students will be exposed to a wide range of curricular approaches appropriate for delivering knowledge and skills to diverse and handicapped learners. On demand.

5335 METHODS AND MATERIALS FOR THE SECONDARY LEVEL MILDLY HANDICAPPED This course is designed to introduce students to methods, materials, strategies and intervention models that exist for the secondary age mildly handicapped student. Field experience required. Prerequisite: SPED 2331 and admission to teacher education. On demand.

5341 ADVANCED METHODS & MATERIALS FOR THE MODERATELY/PROFOUNDLY HANDICAPPED Knowledge of applied behavior management and skills of task analysis. Student exposure to physical therapy, occupational therapy, and rudimentary nursing skills. Required for students seeking certification in the area of Moderately/Profoundly handicapped K-12. Prerequisite: SPED 6353. On demand.

5342 LIFE ADJUSTMENT FOR THE MODERATELY/PROFOUNDLY HANDICAPPED Skills for training

5352 MATERIALS & METHODS OF TEACHING THE MENTALLY RETARDED Instructional materials, activities and methods of teaching children who are mentally retarded. On demand.

6312 PSYCHO-SOCIAL ASPECTS OF EMOTIONAL DISTURBANCE Concepts, practices and trends in education of emotionally and socially maladjusted children. Orientation to the dynamics, personality characteristics and needs of these children. On demand.

6313 BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION Provides competencies required to manage learning and classroom behaviors of exceptional children. Students will be exposed to accepted theoretical and functional principles of behavior management used and observed in the classroom. On demand.

6314 PROBLEMS AND ISSUES IN INDIVIDUALIZED EDUCATIONAL PLANNING Methods in informal diagnosis and prescriptive programming that provide the teacher with skills to determine the child's learning style and to successfully plan instructional sequences appropriate to the child's changing skill needs. Prerequisite: Special Education Elementary or Early Childhood Education major. On demand.

6318 MODIFICATIONS IN THE GENERAL CLASSROOM This course is designed to develop the necessary competencies for teachers to function effectively within the "inclusion" model. Specific emphasis will be given to developing skills in assessing, educational planning, and making modifications for learning disabled learners within general classroom settings.

6320 LEARNING STRATEGIES FOR EXCEPTIONAL LEARNERS This course prepares classroom teachers to plan, develop, and assist students with disabilities with a variety of learning strategies to

empower them with more effective ways of acquiring and retaining academic skills.

6325 TEACHING CHILDREN WITH ATTENTION DEFICIT

DISORDERS This course will examine the characteristics, assessment, and management of ADD. It will provide training in the development of behavioral and academic intervention techniques designed to meet the educational needs of children with ADD.

6330 TRANSDISCIPLINARY ASSESSMENT OF YOUNG

CHILDREN This course will address issues involved in transdisciplinary assessment of children ages birth to five with special needs and their families. Procedures for selecting, administering and interpreting assessment instruments will be discussed. Students will be given the opportunity to observe and/or participate in transdisciplinary assessment.

6334 ADVANCED STRATEGIES AND RESEARCH IN READING

INSTRUCTION TO STUDENTS WITH HANDICAPS The goal of this course is to assist the graduate student in obtaining a comprehensive knowledge base and a solid understanding of the contemporary trends/issues pertaining to the teaching of reading skills to students with handicaps. On demand.

6335 TEACHING STUDENTS WITH AUTISM, PERVASIVE DEVELOPMENTAL DISORDERS AND OPPOSITIONAL

DEFIANT/CONDUCT DISORDERS This course will examine the characteristics, assessment and management of children and adolescents with Autism, Pervasive Developmental Disorders, and Oppositional Defiant/Conduct Disorders. It will provide training in the development of behavioral and academic intervention techniques designed to meet these students unique and diverse educational needs.

6340 AFFECTIVE STRATEGIES AND METHODOLOGY

Preparation in the development and implementation of curricula designed to facilitate skills in the affective domain as a supplement to the academic curriculum. Required course for certification of teachers in the area of Seriously Emotionally Disturbed K-12. On demand.

6344 PSYCHOLOGICAL EVALUATION OF EXCEPTIONAL

CHILDREN Study of current tests used to assess exceptional children. Prerequisite: Major in SPED or PSYC. On demand.

6347 FAMILIES, PROFESSIONALS AND DISABILITIES

Analysis of parental concerns and needs toward exceptional children at various stages of development: infancy, preschool, school age and adult levels. On demand.

6351 EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL

CHILDREN Survey of characteristics and educational needs of impaired and gifted children. Overview of the field for upper division student in special education, general education, psychology and other related fields. On demand.

6353 MEDICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL

ASPECTS OF MENTAL RETARDATION Medical, psychological, and sociological problems related to mental retardation. Medical causes, treatment and prevention of mental retardation as well as a critical examination of research. On demand.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG

CHILDREN This course will examine the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials utilized with young children with special needs in a variety of settings. Prerequisite: SPED 6330 or permission of instructor.

prevention. Health care concerns and procedures will be discussed.

B6602 LABORATORY PRACTICES WITH EMOTIONALLY DISTURBED CHILDREN Supervised experience in the area of emotionally disturbed children. On demand.

A6606 LABORATORY PRACTICES WITH MILDLY HANDICAPPED Supervised experience in the area of mildly handicapped children. On demand.

B6606 LABORATORY PRACTICES WITH MILDLY HANDICAPPED Supervised experience in the area of mildly handicapped children. On demand.

A6607 LABORATORY PRACTICES WITH THE MODERATELY/PROFOUNDLY HANDICAPPED Supervised experience in the area of moderately/profoundly handicapped children. On demand.

B6607 LABORATORY PRACTICES WITH THE MODERATELY/PROFOUNDLY HANDICAPPED Supervised experience in the area of moderately/profoundly handicapped children. On demand.

6610 LABORATORY PRACTICES IN EARLY CHILDHOOD SPECIAL EDUCATION Supervised experience in the area of early childhood special education (0-5). Seminars are required. On demand.

Return to [top of page](#).

Speech-Language Pathology

**UCA Graduate
Bulletin, 1999-2001**

Objectives

The Master's Degree Program in Speech-Language Pathology is accredited by The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and is designed to meet academic and clinical standards for the ASHA's Certificate of Clinical Competence in Speech-Language Pathology.

Each student also will meet academic and clinical requirements for Arkansas licensure in Speech-Language Pathology and Arkansas teacher licensure. In addition to any undergraduate deficiencies for these certifications, the student must complete a minimum of 33 hours of academic study and 14 hours of practicum. Twenty-four of the total forty-seven (47) hours must be at the 6000 level. The student must meet with the graduate advisor to prepare a Plan of Study to insure that all requirements are met. A student with less than a 3.0 overall GPA in courses on a Plan of Study will not be permitted to enroll in graduate clinical hours. Finally, each student must adhere to the rules of ethical conduct as described in the Code of Ethics of the American Speech-Language-Hearing Association.

Master of Science

Admission Requirements

Admission is competitive and selective and enrollment is limited. In addition to the Graduate School admission requirements, Speech-Language Pathology requires (1) submission of the Graduate Record Examinations General Test prior to the department's recommendation to the Graduate School for admission to graduate studies, (2) completion of a separate departmental application form available from the department, and (3) a formal interview with a member of the departmental Graduate Committee. A maximum of 17 to 18 credit hours may be transferred from another graduate program, subject to the approval of the Graduate Advisor. Students should submit applications prior to the Graduate School's March 1 deadline for consideration for fall admission.

Graduate Courses in Speech-Language Pathology (SPTH)

5220 DIAGNOSIS AND PLANNING Practice in writing and interpreting a variety of reports used in the field of speech-language pathology. Planning goals for therapy from these reports will also be emphasized. Spring.

5307 ADVANCED SIGN LANGUAGE Emphasis placed on expressive and receptive use of American Sign Language (ASL). A written paper required on research about ASL. On demand.

5310 ASSISTIVE TECHNOLOGY The use of Assistive Technology to promote greater independence for individuals with disabilities. Fall, spring.

6101 CLINICAL SEMINAR I: ORIENTATION Orientation to the UCA Speech-Language-Hearing Center's graduate practicum including the study of the Cognitive Behavioral Supervision System, clinical protocols, and diagnostic procedures. Prerequisite: Consent of

instructor. Fall.

6103 CLINICAL SEMINAR III: PUBLIC SCHOOLS Policies and procedures for the provision of speech therapy services employed in Arkansas public schools including assessment procedures, due process, and the integration of the therapy program into the academic setting. Prerequisite: Consent of instructor. Fall, spring.

6104 CLINICAL SEMINAR IV: MEDICAL SETTING Clinical procedures with adults including individuals with traumatic brain injury (T.B.I.), aphasia, and other neurological disorders. This course will also address family counseling. Prerequisite: Consent of instructor. Fall, summer.

6105 CLINICAL SEMINAR V: EXTERNSHIP Seminar to accompany Advanced Practicum II, designed to enhance the clinical experience of the practicum student during placement at a clinical externship site. Prerequisite: Acceptance in Advanced Clinical Practicum II. Spring, summer.

6120 MULTICULTURAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY The study of the general concepts of multiculturalism and the specific ways in which it influences both health science related fields and the practice of speech-language pathology. Spring, summer.

6214 FEEDING AND SWALLOWING DISORDERS

Feeding/swallowing processes from birth to maturity. There will be an emphasis on dysfunction, etiology, assessment and intervention. Prerequisite: Graduate status. Fall, spring.

6215 AUGMENTATIVE COMMUNICATION A study of the clinical practice of facilitating communication through alternative means for individuals with severe expressive communication

disorders. Prerequisite: Graduate status. Spring, fall.

6216 CLEFT PALATE AND VELOPHARYNGEAL

INCOMPETENCE The etiology, assessment, and treatment of those clients exhibiting cleft palate, velopharyngeal incompetence, and other oral facial anomalies. Prerequisite: Graduate status. On demand.

6220 FLUENCY DISORDERS Advanced study of fluency disorders including clinical and experimental aspects. Fall.

6225 VOICE DISORDERS Voice pathologies including evaluation techniques and specific remediation procedures for patients with voice disorders. Summer.

6230 LANGUAGE INTERVENTION: BIRTH THROUGH

FIVE Issues involved in assessment and treatment of communication disorders in young children (birth-5 years). Involving families in the assessment and intervention processes will be emphasized. On demand.

6302 RESEARCH FUNDAMENTALS IN SPEECH PATHOLOGY

Overview to provide a baseline of common experience in research and statistics for all master's students in the department.

Prerequisite: PSYC 2330 or consent of instructor. Fall.

6306 ADVANCED INDEPENDENT STUDY AND READINGS IN SPEECH PATHOLOGY

Individual programs of study, basically investigative in nature, with supervised professional activity in communication disorders. A written paper is required. Prerequisite: SPTH 6302 and consent. Fall, spring, summer.

6310 PHONOLOGICAL ACQUISITIONS AND DISORDERS

Advanced study of the analysis of phonological systems, both

normally developing and disordered. Treatment approaches for severely disordered phonological systems will also be covered. Summer .

6311 AURAL REHABILITATION Current mainstreaming problems and practices with hearing impaired children. Clinical and educational management of hard-of-hearing children and adults. Prerequisite: Consent of instructor. Spring.

6313 SPECIAL PROBLEMS Problems in Speech Pathology to be determined by the needs of students who enroll.

6316 DATA ANALYSIS Coverage of data analysis techniques which have specific applications for health and the applied sciences. An applied, conceptual approach will be used to facilitate the practical use of those techniques utilizing SPSSPC+. Prerequisite: SPTH 6302. Spring.

6320 TREATMENT OUTCOMES AND EFFICACY RESEARCH Course designed to survey, evaluate, and design clinical research as a method of answering treatment efficacy and outcomes questions systematically and objectively. Summer.

6325 ADMINISTRATION AND SUPERVISION IN SPEECH-LANGUAGE PATHOLOGY The principles, processes and special problems that characterize the administration of speech-language pathology programs in various settings including legal aspects of speech pathology; and the supervisory process. Prerequisite: Consent of instructor. On demand.

6330 TRANSDISCIPLINARY ASSESSMENT OF YOUNG CHILDREN Addresses issues involved in transdisciplinary assessment of children ages birth to five with special needs and their families. Procedures for selecting, administering and interpreting

assessment instruments will be discussed. Students will be given the opportunity to observe and/or participate in transdisciplinary assessments. Spring.

6336 THESIS This phase of the thesis process includes the completion of the data collection, writing of the results, and the discussion of results, as well as the defense of the thesis. Prerequisite: SPTH 6302, 6316. On demand.

6340 NEUROGENICS I Anatomy and physiology of the central and peripheral nervous system with emphasis on neural control of respiration, phonation, resonance, and articulation. Etiologies and speech/language characteristics of the dysarthrias, aphasias, dementias, and traumatic brain injury will be presented. Fall.

6341 NEUROGENICS II Diagnosis and treatment of the dysarthrias, aphasias, dementias, and traumatic brain injuries. Prerequisite: SPTH 6340. Spring, summer.

6345 LANGUAGE INTERVENTION: SCHOOL AGE Methodologies involved in the diagnosis and intervention of language impairments in school age children. Fall.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN Analysis of the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials utilized with young children. Prerequisite: SPTH 63430 or permission of instructor. Spring.

63180 63280 63380 63480 63580 63680 ADVANCED CLINICAL PRACTICUM I A supervised participation on evaluation and therapeutic intervention of the most common disorders. Prerequisite: SPTH 63180 -1.2

experience. Prerequisite: Minimum 3.0 GPA prior semester. Fall, spring, summer.

6611 ADVANCED CLINICAL PRACTICUM II Supervised participation in evaluation and therapeutic management of a variety of communication disorders in an external setting. Continuation of Advanced Practicum I. Prerequisite: Adv Clin Practicum I and minimum 3.0 GPA prior semester. Fall, spring, summer.

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)

UCA Online Bulletin Update Policy

UCA Graduate
Bulletin, 1999-2001

This policy applies to both the *Undergraduate Bulletin* and the *Graduate Bulletin*.

1. The print editions of the bulletins remain the "benchmarks," the means of determining a student's status in relation to the bulletin under which he/she enrolled in the University.
2. Content of the online bulletins will, however, be updated quarterly (as needed) in March, June, September, and December. Non-content corrections will be made as needed.
3. Any content update will be published in an online appendix with a clear statement of the update's effective date; such updates will be accessible by links in the appropriate section of the online bulletin.
4. All requests for updates must go through the Office of the Provost. Requests for content updates (i.e., changes in policy or curriculum) must be accompanied by copies of all relevant approvals (see *Curriculum Process Guide*).
5. All changes in the online bulletins will be made or delegated by Jonathan Glenn, Director of Academic Planning and Assessment.

Policy developed 1999-06; revised 1999-08

Return to [top of page](#).

Copyright © 1999 [University of Central Arkansas](#)